DOCUMENT RESUME

ED 061 675 EC 041 717

TITLE	Florida Title VI Education for the Handicapped Project Evaluation Reports.
INSTITUTION	Florida State Dept. of Education, Tallahassee. Div of Elementary and Secondary Education.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE	71
NOTE	92p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Educational Programs; *Exceptional Child Research; Federal Aid; *Handicapped Children; *Program Effectiveness; *Program Evaluation; State Programs
IDENTIFIERS	*Florida

ABSTRACT

Reported were 11 project evaluations for fiscal year 1971 for 17 Florida county projects concerning educational program effectiveness for handicapped children, as authorized by P.L. 91-230, Education of the Handicapped Act, and funded by the federal government. Eight priority problem areas established were the needs for instructional resource and materials centers, for special education for emotionally disturbed students, for additional quality leadership and services in special education, for sequential curricula in special education, for early childhood education for handicapped children, for evaluation procedures for special education programs, for special education for learning disabled children, and for functional curriculum for educable mentally handicapped students. Eleven project evaluation reports variously concerning the educational needs listed above were made for Bay County, Charlotte County, Dade County, DeSoto and Charlotte Counties, Duval County, Hamilton (Multi-Counties), Jackson/Calhoun/Liberty Counties, Leon County, Levy/Dixie Counties, Orange County, and Washington/Holmes/Walton Counties. In general, the projects were found to be successful. The overall project summary characterized the projects as growing projects that have brought about a noticeable improvement in the quality of instruction. (CB)

ED 061675

EDUCATION FOR EXCEPTIONAL CHILDREN

FLORIDA

TITLE VI

Education for the Handicapped

PROJECT EVALUATION REPORTS 1971

DEPARTMENT OF EDUCATION
TALLAHASSEE • FLORIDA
FLOYD T. CHRISTIAN, COMMISSIONER

DIVISION OF ELEMENTARY & SECONDARY EDUCATION
BUREAU OF CURRICULUM AND INSTRUCTION
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EC 041716

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EDUCATION FOR EXCEPTIONAL CHILDREN

FLORIDA TITLE VI
Education for the Handicapped
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1971

BUREAU OF CURRICULUM & INSTRUCTION
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EDUCATION FOR EXCEPTIONAL CHILDREN
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FOREWORD

The Department of Education is pleased to present this report of projects funded under P. L. 91-230, Title VI, Part B, Education of the Handicapped Act, in Florida during the school year 1970-71. The impact of these funds on the total State educational effort for exceptional children has been far-reaching.

It is my sincere wish that this document will serve

to disseminate detailed information of FY 1971 Title VI-B activities as described in project end of year reports;

to stimulate exceptional child program evaluation by providing examples of project activites in third party evaluation;

to encourage program initiation, expansion or improvement through implementation of similar project activities.

We are indebted to the district school personnel who participated in this effort to seek improvement of instruction for exceptional children.

Floyd T. Christian

FLOYD T. CHRISTIAN
Commissioner

PURPOSE

P. L. 91-230, Education of the Handicapped Act

The Law . . .

> Sec. 611 (a) The Commissioner is authorized to make grants pursuant to the provisions of this part for the purpose of assisting the States in the initiation, expansion, and improvement of programs and projects for the education of handicapped children at the preschool, elementary school, and secondary school levels.

The Guidelines . . .

> Title VI is a child centered program in special education. It is not a general support program, nor is it a construction media or training act . . . Title VI funds are generally used to stimulate the development of comprehensive, quality programs and services or to support activities which are in addition to or go beyond minimal basic types of programs normally supported by State reimbursement aids.

STATE PLAN

The Law . . .

Sec. 613. (a) Any state which desires grants under this part shall submit to the Commissioner through its State educational agency a State plan (not part of any other plan) in such detail as the Commissioner deems necessary. Such State plan shall—

(1) set forth such policies and procedures as will provide satisfactory assurance that funds paid to the State under this part will be expended (A) either directly or through individual, or combinations of, local educational agencies, solely to initiate, expand, or improve programs and projects, including preschool programs and projects, (i) which are designed to meet the special educational and related needs of handicapped children throughout the State, and (ii) which are of sufficient size, scope, and quality (taking into consideration the special educational needs of such children) as to give reasonable promise of substantial progress toward meeting those needs, and (B) for the proper and efficient administration of the State plan (including State leadership activities and consultative services), and for planning on the State and local level.

Accordingly, a State Plan was approved by the Florida State Board of Education on November 14, 1967, and was subsequently approved by the U. S. Office of Education.

Procedures were established for the initiation, review, and approval of projects. An advisory committee was proposed and urgent problem needs were identified.

State Advisory Committee for Exceptional Child Education

The State Advisory Committee for Exceptional Child Education was appointed by the Commissioner of Education in the fall of 1967 to make specific recommendations concerning: the development of priorities for program support under Title VI; and the determination of specific projects to be funded. In November, 1969, the duties of the committee were broadened to include specific recommendations concerning procedures and policies for operation of the total Exceptional Child Program including the provisions under Title VI.

The composition of the committee is representative of allied services agencies, public and non-public schools, and professions concerned with education of handicapped children and youth.

MEMBERS – 1971-72

Mr. Robert S. Black	St. Lucie County Schools	Director, Exceptional Child Education
Dr. W. E. Combs	Florida A & M University	Professor of Education
Dr. Charlie Council	Florida Atlantic University	Professor of Education
Mr. Frank Farmer	Hillsborough County Schools	Assistant Superintendent for Instruction
Mrs. Barbara M. Heilig	Highlands County Schools	Speech Therapist
Mr. Herb Morgan	Tallahassee, Florida	Executive Director, Florida Association for Retarded Children
Mr. Jack Morgan	Tallahassee, Florida	Educational Director, Division of Youth Services
Mr. Jack McAllister	Tallahassee, Florida	Director, Division of Retardation
Mrs. Frances McGlannan	McGlannan School–A Language Arts Center	Director
Mr. Craig Mills	Tallahassee, Florida	Director, Division of Vocational Rehabilitation
Mrs. W. R. Phillips	Tallahassee, Florida	Leon County Board of Public Instruction
Mr. E. J. Prymas	Lee County Schools	Assistant Superintendent for Instruction
Mrs. E. Clayton Register	Clearwater, Florida	Vice President Florida Congress PTA
Dr. L. L. Schendel	Florida State University	Department Chairman, Habilitative Sciences
Sister Ann Thomas	Barry College	Department Head, Education Department
Dr. Fred Turner	Tallahassee Community College	President
Mrs. Julia Wickersham	Jacksonville, Florida	Director, Exceptional Child Education
Dr. John J. Wright	Tallahassee, Florida	Director of Community Services, Division of Mental Health

PAST MEMBERSHIP

Mrs. Jo Ann Cox	Tallahassee, Florida	Lay Member
Mr. Robert Eaton	Tallahassee, Florida	Assistant Director, Division of Retardation

Dr. Ira Gordon	University of Florida	Director, Institute of Development of Human Resources
Mrs. Betty Howe	Gateway School Orange County	Teacher, Emotionally Disturbed Children
Charlotte Maguire, M.D.	Orlando, Florida	Director, Florida Crippled Children's Commission
Miss Dorothy Ozburn	Dade County Schools	Consultant, Exceptional Child Education
Mrs. Nathan S. Rubin	Pensacola, Florida	Past President, Florida Congress PTA
Dr. Tommy Russell	Bay County Schools	Director, Exceptional Child Education
William B. Weil, Jr., M.D.	University of Florida Medical Center	Professor, Pediatrics
Dr. Cecil Carlton, Jr.	Taylor County Schools	General Supervisor

Urgent Program Needs

In accordance with federal guidelines for the development of a State Plan, urgent program needs were determined. A list of priorities was submitted to the Advisory Committee for its review and adoption. The original list of urgent program needs was selected for Title VI priorities during the first year of funding with emphasis changing from year to year as needs were determined by changing program developments and state resources. Original urgent needs selected were:

1. Need for competent leadership personnel to establish and coordinate multi-county programs in special education.

2. Need for increase in competent leadership personnel to work directly with teachers in the improvement of instruction for various types of handicapped children.

3. Further development of demonstration and model programs to assist in in-service training of teachers and program development throughout the State.

4. Emphasis on extension of programs into all age groups so that a sequential program of preschool to elementary, to junior high, to senior high will exist.

5. Initiation, expansion, and improvement of programs often on a regional basis for low prevalence groups such as deaf, trainable mentally retarded and multiple-handicapped.

6. Initiation of programs of early identification of preschool children and parent education for select areas of exceptionalities.

7. Initiation, expansion, and improvement of programs in the education of children with emotional and/or specific learning problems.

8. Operation of summer programs for purposes of identification, in-service training, curriculum development and intensive programming for selected handicapped children.

9. Development of in-service training programs for preparation of personnel in connection with programs and projects under Title VI.

10. Initiation of programs of an innovative or exemplary nature which would serve as a model for state-wide expansion.

The State Exceptional Child Advisory Committee, after reviewing the state exceptional child program, has recommended the following priorities for Title VI-B funding:

PRIORITY/PROBLEM AREA	TITLE VI PROJECT CRITERIA
I. There is a need for a coordinated system to provide information, services, and training relevant to the selection, evaluation, and utilization of instructional materials for exceptional child education.	The proposed solution to this problem is to establish, under the auspices of the Florida Learning Resources System, a network of regional exceptional child education instructional resource and materials centers. The primary objectives of these centers will include the following: 1. Demonstrate a direct impact on learning and behavior of handicapped children. 2. Provide a support system for ongoing exceptional child educational programs through the identification of program needs and the development and implementation of strategies to meet these needs. 3. Provide exceptional child teachers with the following services related to instructional materials, techniques, and evaluations: a. Direct services; b. Professional education; c. Development and evaluation; d. Two-way communication. Improvement of instruction through the utilization of instructional materials based on individual diagnosis, characteristics of material, pupil performance outcomes, and other educationally relevant variables is the primary program function. The use of instructional materials and techniques in achieving specific instructional objectives and the evaluation of materials in regard to their effectiveness in the learning situation are important means of implementing the program objective; however, the acquisition and distribution of instructional materials are secondary components and are vehicular in nature to the program objective. As a first step in facilitating the eventual development of a network consisting of 15 regional centers serving all county programs in Florida, FY 73 funding will provide for the establishment of one model center in accordance with the following criteria: 1. The goals and objectives of the project must be child-centered and stated in terms of types of changes sought for specific participating children, who are to be identified by the applicant according to the area(s) of exceptionality to be served. 2. The geographical area to be served by the project must reflect a regional emphasis consistent with the State plan for providing services to all counties, and must comprise a minimum total school population of approximately 50,000 students. 3. The project must derive from and include as an operational base an existing materials distribution system, and must show evidence of effective utilization of available local resources, including existing exceptional child programs, personnel, equipment, materials, and services. 4. The project must provide evaluation schema relative to student performance, resource utilization, and provision of services, and must incorporate plans for determining cost-effectiveness of all aspects of the program. 5. The project must define a model center, and must delineate strategies for the replication of the model in other geographical regions throughout the state.

PRIORITY/PROBLEM AREAS	TITLE VI PROJECT CRITERIA
	6. The project must contain assurances that it will function as an associate center of the Florida Learning Resources System and of the Southern States Cooperative Learning Resources System.
	7. The project must define strategies for the dissemination of information; these strategies are to include utilization of dissemination channels established within FLRS and SSCLRS.
	8. The project must provide for and show evidence of the involvement of the DOE Educational Research and Development Program in all planning, development, implementation, and evaluation activities.
	9. Funding of a project will not exceed $100,000.
II. Of the 13,967 estimated school aged emotionally disturbed students, 11,217 students do not have access to a special instructional program with the result that as adults they are predicted to have emotional problems and be deficient in academic skills.	1. Projects will be for initiation of programs that would become state or locally funded in two years or for strengthening and improving an ongoing program.
	2. A program for the emotionally disturbed will include a variety of organizational arrangements.
	3. Projects shall describe the continuum of programming and organizational arrangements for ED students and specify the component(s) to be supported by Title VI-B funds.
	4. Projects shall describe psychiatric or psychological consultative services available for emotionally disturbed children.
	5. Projects shall describe plans for parental involvement.
	6. Projects shall include an evaluation schema relative to pupil performance.
	7. Projects shall describe plans for statewide dissemination of information.
	8. Project funds may be used to purchase diagnostic and consultative services for emotionally disturbed children.
	9. Project funds may be used to purchase consultative assistance or services for evaluation and dissemination activities.
	10. Funding of a project will not exceed $100,000.
III. There is a need to improve the number and quality of leadership and supervisory personnel services for exceptional child programs.	1. Projects are limited to the leadership and supervisory services for multi-county regions.
	2. Projects funds may be used to employ such personnel as administrators, coordinators, supervisors, or consultants.
IV. There is a need for sequential and effective programs to serve children in low prevalence areas of exceptionality such as blind, deaf, trainable mentally retarded, and physically handicapped.	1. Projects are limited to the initiation of programs that can be continued with state or local funds after two years' operation.
	2. Projects from multi-county programming will be considered when the number of children to be served will not justify a single-county program.

PRIORITY/PROBLEM AREAS	TITLE VI PROJECT CRITERIA
V. There is a need to provide appropriate early childhood educational experiences for children with disabling handicaps to prevent educational lags during the formal school life of these children.	1. Projects may be submitted for any area of exceptionality in which a sufficient number of children to be served has been identified. 2. Projects may include as participants children who range in age from 0 to 5 years. 3. Projects must show evidence of cooperation with appropriate agencies and professional personnel for provision of identification and diagnostic services.
VI. There is a need for substantive procedures for the evaluation of special education programs.	1. Projects are limited to accountability studies of programs for selected areas of exceptionality. *Accountability* is defined as a process of relating the utilization of resources and efforts toward attainment of desired results in ways which are useful for decision making and resource allocation. 2. The intent of these studies is to account for current ongoing programs without the provision of any additional assistance, such as materials, personnel, equipment, or transportation, through project funds. 3. Project funds may be used to purchase assistance (materials, personnel, or equipment) for the development or collection of accountability data, and for dissemination of information. 4. Project funds may not be used for instructional personnel or paraprofessional instructional assistants. 5. For FY 73, projects for accountability studies may be submitted for programs for the trainable mentally retarded or for the speech impaired. a. Programs for the *trainable mentally retarded* for which accountability studies are proposed must meet the following requirements: 1.) The program must have been in existence as an ongoing instructional program for more than three years. 2.) The program must be sufficient in size to permit grouping of children by similar levels of instruction, and must consist of no fewer than three such groups. 3.) The program must show evidence of instructional personnel's certification and experience. 4.) The program must show evidence of an existing curriculum stated in behavioral terms. 5.) The program must show evidence of use of measurement techniques for assessment of behavioral outcomes. b. Programs for the *speech impaired* for which accountability studies are proposed must meet the following requirements: 1.) The program must have been in existence as an ongoing speech therapy program for more than three years.

PRIORITY/PROBLEM AREAS	TITLE VI PROJECT CRITERIA
	2.) Any program employing only one therapist must show evidence that the therapist has been in the program for at least two consecutive years. 3.) The program must show evidence of objectives which include: a.) a statement of therapy goals for students. b.) a statement of school goals for communication, and c.) a statement of the relationships between school and therapy goals. 4.) The program must specify current procedures for screening, identification, case selection, and other procedures related to placement. 5.) The program must show evidence that behavioral outcomes in the communicative process will be assessed in accordance with therapy goals and school goals. 6.) Projects for accountability studies must show evidence that the scope of the study is broad enough to demonstrate a representative sample of the total program in that area of exceptionality within the school district, and must provide a rationale for the selection of students, instructional personnel, or schools participating in the study.
VII. Of the estimated 13,967 children in Florida with specific learning disabilities, ages 6 to 18, 8,967 children do not have access to a prescribed educational program with the result that as adults they are predicted to be deficient in academic skills and therefore limited productive citizens.	On May 7, 1971, Florida submitted a proposal to the U.S. Office of Education for a child service demonstration program grant for specific learning disabilities. The Orange County school system was chosen as the model system for the grant proposal. Title VI-B projects will be used as comparative studies of the components of the Florida Child Service Demonstration Program Model as described in the project application. These studies will provide simultaneous feedback on model components for the Orange County project, and will be directed toward evaluation of model components relevant to attainment of stated objectives, determination of cost-effectiveness, and delineation of alternative procedures. 1. Projects are limited to the improvement of a single component of the demonstration model. These include: a. *Component 1: Identification* The objective of this component is to identify among the total school population children with possible learning disabilities. b. *Component 2: Diagnosis* The objective of this component is to provide sufficient information about a child's learning disability to determine appropriate ameliorative or remedial measures. c. *Component 3: Prescription* The objective of the prescription component is to review and evaluate diagnostic findings, and to translate these into recommendations for teaching children with specific learning disabilities.

PRIORITY/PROBLEM AREA	TITLE VI PROJECT CRITERIA
	d. *Component 4: Remediation* The objective of this component is to provide special instruction designed to remediate specific learning disabilities in accordance with the derived prescription. e. *Component 5: Evaluation* Evaluation is an integral part of each of the preceding components within the model. As the objectives for each component within the model indicate the child-centered nature of the program, evaluation also focuses on those child-centered outcomes. When assessing the effectiveness of each component, the two measured objectives of the evaluation distributed across each component within the model are: 1.) To assess the effectiveness of the operation of the component within its present state (summative evaluation); and 2.) To provide feedback relevant to the effectiveness of each of the components and thus provide information on the basis of which necessary modification can be made (formative evaluation.) 2. Projects shall include cost determination for diagnostic procedures utilized by the district to comply with the objective of the component for diagnosis. 3. Title VI-B funds shall not be used to fund the other components of the comparative models not selected by the district. 4. Projects shall include an evaluation schema relative to pupil performance. 5. Projects shall include a description of plans for statewide dissemination of information. 6. Project funds may be used purchase consultative assistance or services for evaluation and dissemination activities. 7. Projects should fall within range of $20,000 to $50,000 due to the limited funds available.
VIII. Florida's 67 school districts provide education programs for 82% of the estimated educable mentally retarded students of the state. Educable mentally retarded children attending special education classes in 71.2% of Florida's school districts do not have the advantage of a sequentially designed functional curriculum with the result that, as adults, they are predicted to be deficient in academic and vocational skills and therefore limited in their productiveness as citizens.	1. Projects are limited to the improvement of an ongoing total curriculum or to the improvement of instruction of any element of the curriculum, such as basic skills or vocational content. 2. Projects may include inservice training activities for teachers if a direct relationship to the improvement of instruction can be demonstrated. 3. Projects must include an evaluation schema relative to pupil performance. 4. Projects must include a description of plans for state-wide dissemination of information. 5. Projects funds may be used to purchase consultative assistance or services for evaluation and dissemination activities. 6. Projects should fall within a range of $20,000 to $50,000 due to the limited funds available.

PROJECT EVALUATION REPORTS

FISCAL YEAR 1971

BAY COUNTY

Bay County Schools
1020 Bay Avenue
Panama City, Florida 32401

Mr. Thomas C. Todd, Superintendent
Mrs. Nelle Messer, Exceptional Child Director
Mrs. Maedell Stock, Project Director

TITLE: Special Education Center

Number of Children	Handicap	Period	Amount Awarded
57	Varying Disabilities	9-1-70 8-31-71	$55,200.00

Evaluation Report*

The purpose of the Title VI Project as outlined in the original project proposal was "to provide educational services for children who will otherwise have no special education services provided by the public schools of Bay County. These include pre-school deaf, pre-school intellectually handicapped (educable mentally retarded, brain-damaged, undiagnosed), and elementary school age children with emotional adjustment problems so severe as to prevent their functioning effectively in a regular class. Academic and pre-academic activities will be provided to meet the overall objectives of (1) preparing the children to return to regular or special classes in other public schools and (2) helping parents to understand and accept their children's handicaps."

Description of Evaluative Instruments

Parent Attitude Scale of Family Life and Children. The purpose of this rating scale is to assess the parent's attitude toward his handicapped child and to develop counseling sessions with the family in total acceptance.
Pre-School Language Scale. The purpose of this scale gives the examiner an idea of a child's language functioning level. The scale uses the natural dichotomy between auditory comprehension and verbal ability as the basis for construction. This allows an assessment of deficiencies which might otherwise be masked by shyness or defective speech.
TMR Performance Profiles. This instrument is designed to identify the performance level of a pupil in a wide variety of daily living activities found in the curriculum such as social behavior, self-care, communication, basic knowledge, practical skills, and body usage.
Teacher Self-Evaluator. The purpose of this scale is to help the classroom teacher learn what abilities or skills he or she needs to teach most effectively in the classroom setting.
Standardized Teaching Evaluation Record. This scale is designed to serve a dual purpose:
To provide a comprehensive guide for diagnosis and constructive supervision.
To make possible reliable ratings of teaching effectiveness.

*(Copies of these scales may be obtained upon request.)

Analysis and Interpretation of Data

The intent of this study was to investigate the amount and type of progress of two groups of pupils. Additionally the investigators were interested in the effects the program had on parent attitude, teacher self evaluation, and changes in teacher behavior as measured by a standarized teaching evaluation record.

Methods Used in the Study

The data reported in this study were compiled from the aforementioned sources in a pre- and post-testing design. The information from the initial testing identified strong and weak areas on which teachers could focus instructional strategies. Generally they used (a) behavior modification (b) development of basic language concepts and (c) patterns for learning.

Sampling

Some subjects were dropped from the study, either because the family moved from the area or they came too late in the program for adequate pre-evaluation. No consideration was made concerning race in the analysis of these data. There is, however, no reason to assume that the characteristics investigated in this study were not normally distributed in the sample evaluated. The distribution of scores on the Pre-School Language Scale and the TMR Performance Profile evidenced a normal distribution.

Data Description

The data evidences a significant change in parent attitudes on family life and children. Generally the change was toward more openness and democratic family environment. Areas making significant changes were: amount of sheltering from life's little difficulties; less need to be taught to fear adults for the child's benefit; and the amount of expected success from the child.

Attitudes on Family Life and Children

In evaluating the percentage of transfer of opinion on Family Life and Children (Table I), the data evidences a transfer of 40% to the mildly disagree choice which would indicate more openness depending on the construction of the statement; e.g., "the sooner a child learns to walk the better he's trained." There was a transfer of 30% with strongly agree type questions, a 4% decrease with mildly agree type questions, and a 4% decrease with strongly disagree type questions.

TABLE I
Percentage of Transfer of Opinion On Family Life and Children

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
PRE	50	10	15	25
POST	20	6	55	21

Pre-School Language Change

The results of the Pre-School Language Scale evidenced above average in the progress achieved over the 6-month period between pre- and post-testing. Scores from this scale are represented (Table II) by an auditory comprehension index, and a verbal ability index giving age in months for auditory comprehension, and verbal ability. Both may be summed to yield a language age $\frac{(AC + VA)}{2}$ = LA, but for the purposes of this report, scores will remain separated for greater analysis. This is also true for quotients which may be derived using the usual formulae AC/CAx100, VA/CAx100, and for the Language Quotient LA/CAx100. The Mean progress for auditory comprehension is 7.7 months over the 6 month period, and the Mean progress for the verbal ability is 10.0 months—almost double what is expected of preschool children.

TMR Performance Profile

An analysis of the data from the TMR Performance Profile instrument yielded significant gains as indicated from the Pre-School Language Scale. Three of the six areas available for evaluation have been analyzed: Self Care, Communication, and Basic Knowledge. Used in this instrument is an index of Habilitation which is the process of developing the potential of an individual. From this terminology comes the Habile Index (H.I.), which is a numerical indication in the Performance Profile of the present performance level of an individual in daily living activities. The range is 0 to 133. Scores will be discussed in terms of this index. The total mean improvement for the entire sample of 14 children was a 31% gain in daily living activities over the 6 months period (Table III) as shown by the Habile Indexes from the three topic areas. The greatest gain in self care was 48%, in communication 70%, and in basic knowledge 66%. A comparative chart can be constructed (Table IV) to represent habilitation levels of children as achieved in each of the three major areas over a length of period. Here the period was 6 months.

TABLE II
Pre and Post Auditory Comprehension and Verbal Ability
Ages in Months and Changes in Months
Pre-School Language Scale

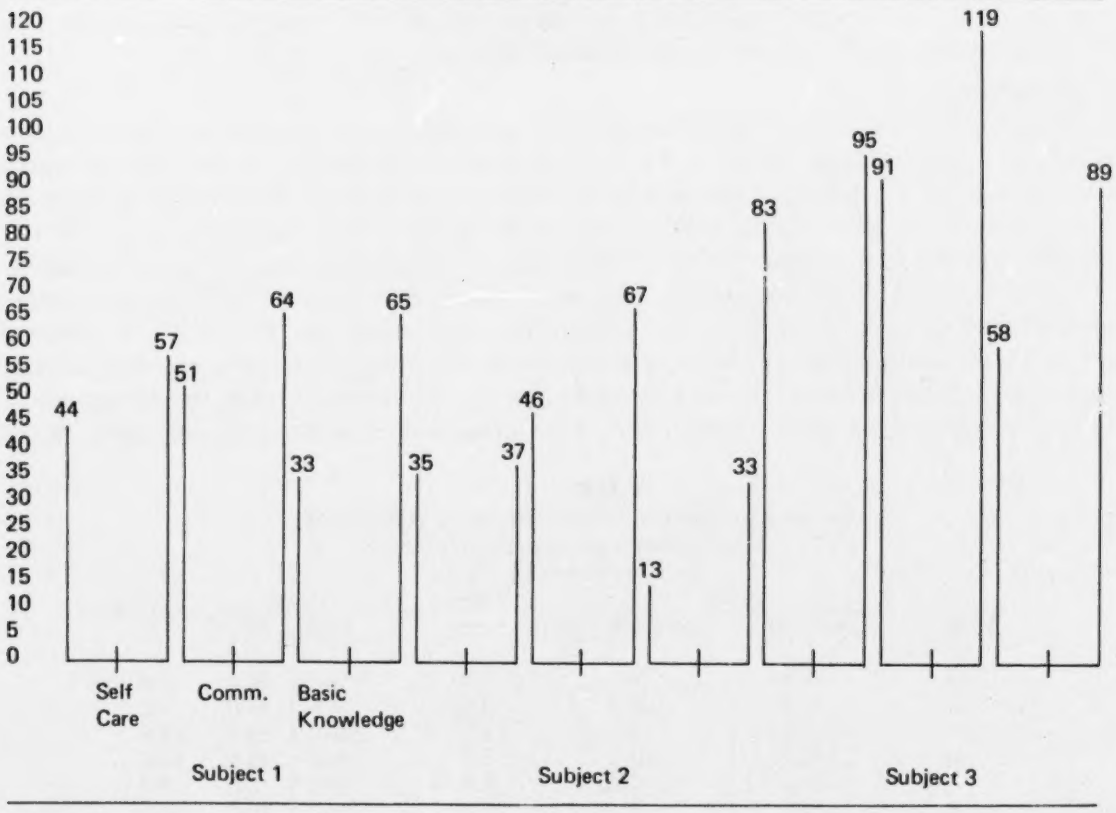
	Months		Change	Months		Change
Subject	Auditory	Comprehension	d	Verbal	Ability	d
1	28.5	37.5	9.0	19.5	36.5	17.0
2	45.0	49.5	4.5	33.0	42.0	9.0
3	37.5	45.0	9.5	30.0	49.5	19.5
4	45.0	41.5	3.5	36.0	48.5	12.5
5	15.0	30.0	15.0	15.0	18.0	3.0
6	31.5	37.5	6.0	25.5	45.5	20.0
7	30.0	39.0	9.0	12.0	33.0	21.0
8	29.0	36.0	7.0	22.5	27.0	4.5
9	6.0	13.5	7.5	5.5	9.0	3.5
10	25.5	28.5	3.0	16.5	31.0	14.5
11	21.0	22.5	1.5	12.0	19.5	7.5
12	18.0	24.0	6.0	4.5	4.5	0.0
13	4.5	16.5	12.0	10.5	15.0	4.5
14	9.0	13.5	4.5	15.0	19.5	4.5
	Pre	Post M=7.7		Pre	Post M=10.0	

TABLE III
TMR Performance Profile
Pre and Post Habile Indexes and Percentage of Change for Three Topic Areas

Subject	Self Care	Communi-cation	Basic Knowledge	Self Care	Communi-cation	Basic Knowledge	% of Change		
1	57	64	65	44	51	33	13	13	32
2	37	67	33	35	46	13	2	21	20
3	95	119	89	83	91	58	12	28	31
4	103	112	83	66	60	32	37	52	51
5	65	90	65	64	75	47	1	15	28
6	54	92	66	28	57	25	26	35	41
7	86	106	66	73	75	16	13	31	50
8	108	104	80	62	78	43	46	26	37
9	73	65	51	50	35	24	23	30	27
10	37	24	21	11	20	6	26	4	15
11	55	46	27	36	21	19	19	25	8
12	94	102	66	48	64	35	46	38	31
13	120	135	99	72	65	33	48	70	66
14	97	101	82	93	93	70	4	8	12
		POST TEST			PRE TEST				

Total Mean Gain = 31%

TABLE IV
HABILITATION LEVELS OF 3 SUBJECTS ACHIEVED IN EACH OF THE THREE MAJOR AREAS OVER A PERIOD OF 6 MONTHS



Teacher Self-Evaluator

The analysis of opinion change indicated by the results from the Teacher Self-Evaluator, reveals some interesting changes. Teacher 1 felt at the end of the Program (Table V) that 17% fewer abilities listed which the special education teacher might need to possess, as strongly desirable and none of the abilities were felt undesirable. Teacher 2 made less overall change of opinion during the program with only 7% change moving from the undesirable to the desirable.

TABLE V
Percentage of Transfer of Opinion of Abilities Which
Special Education Teachers Might Need to Possess

Teacher 1	Pre	16	20	5	1	4
	Post	6	23	10	9	0
Teacher 2	Pre	30	6	2	4	1
	Post	39	9	0	0	0
		Strongly Desirable	Mildly Desirable	Doesn't Matter	Mildly Undesirable	Strongly Undesirable

Standardized Teaching Evaluation Record

The Teaching Evaluation Record was scored on the basis of objective evidence obtained by two observers. The interscorer reliability was found to be .97 indicating that the results obtained were dependable. Teacher 1 made a 20% gain in rating moving from excellent to superior as indicated (Table VI) by a score of .98. Teacher 2 made a 25% gain in rating from .37 to .62 placing the rating above the normal median of 55 to 60.

TABLE VI
The Teaching Evaluation Record
Pre and Post Scores for Two Teachers
Rated by Two Observers

	PRE	POST	PERCENTAGE GAIN
Teacher 1	.78	.98	20%
Teacher 2	.37	.62	25%

Summary of Findings

As interpreted from the data, gains were realized in student achievement, and parental attitudes on family life. Progress was made in auditory comprehension and verbal ability. Teacher self evaluations indicated desire for an increased number of abilities. Standardized teaching evaluation ratings indicated a gain of 20% and 25%.

Recommendations

I. The evaluators feel that this Title VI project definitely served a purpose for the needs of exceptional children and youth in Bay County that could not be demonstrated in a regular public school setting. Example: regular class teachers would not have been willing to serve children with an undiagnosed handicap and furthermore would not have had the expertise to handle such severe problems.

II. The evaluators feel that the results of this study indicated unreservedly a need for such a county program. The county central office staff should investigate all funding sources to continue provisions of such services. The emphasis today in all education circles is early intervention and diagnosis of children with handicaps. Program priorities in any school system should be directed toward this emphasis.

III. The evaluators feel that in closing this center the morale of the faculty and staff would adversely be affected; unfortunately, this is not a measurable behavior phenomenon though it can be informally observed. No statement, then, can be made as to the effect of their attitude upon the results of this study.

IV. The staff is to be commended for the very close working relationship with the parents who had children attending the Center. The parent involvement has, without question, been the key to the success of the program and the transfer of learning tasks from the school to the home.

V. It is further recommended that having made such an in-depth study, a long term follow-up (5 years) be used to measure the residual impact of the program.

Evaluators: Dr. Tommy Russell, Educational Consultant
University of Alabama

Dr. Marty Blaine, Research Associate
University of Alabama

CHARLOTTE COUNTY

Charlotte County Schools
1016 Education Avenue
Punta Gorda, Florida 33950

Dr. Thomas E. Benner, Jr., Superintendent
Mr. Carl E. Hornsby, Project Director

TITLE: Educational Development and
Utilization of a Composite Approach to Teaching the Exceptional (EDUCATE)

Number of Children	Handicap	Period	Amount Awarded
362	Educable Mentally Retarded	9-1-70 8-31-71	$30,478.00

The objective of Project EDUCATE (Educational Development and Utilization of a Composite Approach to Teaching the Exceptional) was to implement individualized instruction for exceptional children by developing the prototype of a series of complete, packaged, in-service training programs which could be utilized by local school systems to upgrade the instructional skills of exceptional child educators.

The pilot program, EDUCOURSE I, was planned around instructional skills important to the enhancement of learning behaviors of the educable mentally retarded. Special class teachers in the five-county project area identified teaching competencies applicable to the instructional needs of their students. One of the most necessary teaching skills listed was the ability, in a systematic manner, to elicit and maintain student attending behavior.

EDUCOURSE I centers upon a well-defined and documented set of specific skills and systematic procedures for inservice education. The skills are interrelated, and are comprised of 5 separate instructional sequences, each consisting of three steps: (1) instruction, during which the teacher reads a prepared handbook lesson and views instructional and model videotapes; (2) microteaching, in which the teacher prepares and practices the skill in a controlled situation and evaluates his performance through videotape playback; and (3) reteaching, during which he further practices and reinforces the use of the prescribed skills through practice and evaluation. The rationale for such a procedure focuses upon specific rather than general teaching skills, short lessons with few students, direct practice and experience, and immediate reinforcement from videotape replays.

EDUCOURSE I, as a completely self-contained, field tested, and evaluated package for inservice training of special class teachers, will become the property of the Florida Department of Education and be distributed to local school systems in Florida as a ready-to-use inservice program and as a prototype for the development of other skill oriented programs for exceptional child teachers and educators. The utilization of EDUCOURSE I will contribute to the total program for exceptional children in the State of Florida.

GAPS OR WEAKNESSES

A prevailing weakness in existing special education programs is the lack of attention to the importance of instructional methodology in providing individualized instruction for exceptional children. Because of limited practical experience and varying backgrounds of professional training, special class teachers in the five-county area assigned a high priority to the need for inservice training in the systematic application of techniques to elicit and maintain student attending behavior.

Instructional problems indicated as most serious are those of managing disruptive behavior and initiating sustaining attention and response to learning tasks. These problems may occur as the function of several factors. The observed high occurrence of non-academic, disruptive, or off-task behaviors, are indications that classroom conditions are prevalent which encourage improper responses, do not provide positive learning environments, and often consist of the use of ineffective and inconsistent use of reinforcement.

Among the classroom conditions which may be casual factors in the occurrence of students' off-task behavior is the prevailing organization of the classroom into small-group instructional situations. This organization necessitates reoccurring instructional changes, in terms of both physical movement and psychological transitions in learning activities. That children in such situations are often disruptive and do not follow directions or respond to the task indicates a need for teacher-training techniques in group management, including those related to giving effective directions and promoting group involvement to facilitate on-task learning behavior.

Academic programs which cannot provide positive learning responses may result from inadequate structuring of curriculum and learning tasks in terms of individual student ability, and the consequent demand for responses which the child is unable to perform. The failure of students to respond to tasks, to retain and use instruction, and to perform according to even limited capacity suggests the need for inservice teacher-training in techniques of task structuring. These techniques should center around the development and presentation of sequential tasks and the utilization of performance-based learning criteria to ensure students' success in learning.

Ineffective or inconsistent reinforcement may contribute to the rate of occurrence of off-task behavior, especially when students are inadvertently rewarded for non-academic or disruptive behavior, and experience no reinforcement for appropriate academic or behavioral responses. Habitual disruptive student behavior, especially persistent "attention-getting" antics, as well as the lack of task-attention and response, suggest the need for teacher-training in reinforcement or behavior modification techniques.

In view of the above listed deficiencies in specific teaching skills, the urgent need for effective inservice training cannot be minimized. In addition, there are teachers with minimal professional qualifications who, because of the shortage of exceptional child education personnel, are employed out of classrooms with normal

children and often lack a real understanding of the significance of the concept of individual differences in classroom programming for exceptional children.

In the preparation of exceptional child education teachers, there may have been neglected what may be the most important consideration—instructional methodology. In order to improve this methodology there is need to improve instructional skills through the active participation of teachers in inservice training courses such as EDUCOURSE I.

Project EDUCATE attempts to ameliorate the existing weaknesses in exceptional child training by "developing and utilizing a composite approach to teaching the exceptional." This approach will be implemented as the pilot program in a series of complete, packaged inservice training programs which, after extensive field testing and evaluation, will be made available to local school systems as a means of implementing individualized instruction through improving the instructional skills of exceptional child teachers.

Such an inservice program is considered a "composite approach" because it translates theoretical knowledge into practical classroom applications. Thus, the skills which the program conveys are those identified in terms of specific student needs. The emphasis of the training program, however, is not on the transmission of information about these; rather the program stresses modification of teaching behaviors toward the effective application of these skills in the classroom. The success of these inservice training programs is contingent upon two major factors: first, the validity of content, or the selection of appropriate instructional skills for individualizing instruction; second, the efficacy of procedure, or the utilization of appropriate means of teaching teachers to use the designated skills.

EMPHASIS OF THE PROJECT

The instructional skills in EDUCOURSE I represent a behavioral approach to the education of exceptional children. Essentially, this approach requires that exceptional child teachers focus on children who are labeled as "mentally retarded" as children who exhibit maladaptive behaviors which interfere with the acquisition of adaptive behaviors necessary to learning. Instead of asking *why* an exceptional child behaves as he does, or attempting to relate his learning problems to underlying physical, psychological, or neurological factors, the teacher must determine *what* behavior the child exhibits which interferes with his ability to attend, and then help the child to modify his behavior toward more adaptive patterns of response.

DEVELOPMENT OF PROGRAM CONTENT

The development of the program content of EDUCOURSE I was the selection of instructional skills, as identified by exceptional child education teachers, which (1) reduce the occurrence of behaviors which interfere with attention, and (2) elicit and maintain attending behavior in the exceptional child classroom.

The five instructional sequences in EDUCOURSE I comprise a developmental approach to the systematic application of behavior modification techniques.

Instructional Sequence One

ASSESSING INTERFERING BEHAVIORS

1. Recognizing Interfering Behaviors
2. Identifying Reinforcing Outcomes of Interfering Behaviors
3. Establishing a Base-Rate for Interfering Behaviors

The objective of Instructional Sequence One is the development of observational skills for assessing student responses which interfere with attending behavior. At the completion of this sequence, the teacher will have acquired information essential to the planning of effective behavior modification strategies in his classroom, and will have practiced data-collection skills necessary to an assessment of these strategies as effective means of modifying behavior. Product: Base-Rate for Interfering Behavior.

Instructional Sequence Two

ELICITING ATTENDING BEHAVIOR

1. Providing Cues for Attending Behavior
2. Eliciting Student Examples of Attending Behavior
3. Establishing Rules for Attending Behavior

The objective of Instructional Sequence Two is the development of teacher skills for eliciting attending behavior. At the completion of this sequence the teacher will be able to facilitate the emission of responses

incompatible with interfering behavior, and will have set behavioral goals for his students. These goals will provide the basis for modification strategies presented in the remaining sequences. Product: Rules for Attending Behavior

Instructional Sequence Three

USING TEACHER-ATTENTION AS REINFORCEMENT

1. Providing Approval for Attending Behavior
2. Relating Approval to Specific Behavior
3. Withdrawing Attention to Interfering Behavior

The objective of Instructional Sequence Three is the development of skills in using teacher-attention to eliminate interfering behavior and increase attending behavior. At the completion of this sequence, the teacher will be familiar with the use of relevant social stimuli as an effective behavior modification strategy. Product: Reinforcement Strategy (1)—Teacher Attention

Instructional Sequence Four

DETERMINING INDIVIDUALIZED REINFORCERS

1. Eliciting Student Activity Preferences
2. Structuring a Reinforcement Menu
3. Assessing the Reinforcement Menu

The objective of Instructional Sequence Four is the development of teacher skills in determining reinforcers to meet the individual needs of students. At the completion of this sequence, the teacher will have compiled an individual reward system in the form of a reinforcement menu from which children can realize personal preferences in their choice of activities to be used as reinforcement for attending behavior. Product: Reinforcement Menu.

Instructional Sequence Five

ADMINISTERING AN INDIVIDUALIZED REINFORCEMENT SYSTEM

1. Developing Student Expectation
2. Devising Contingency Contracts
3. Enforcing Contingency Contracts

The objective of Instructional Sequence Five is the development of teacher skills in administering an individualized reinforcement system. At the completion of this sequence, the teacher will have established a system for administering reinforcement according to individual needs. This system, based on dispensing of points which can be exchanged for activities, will allow the teacher to control reinforcement schedules. Product: Reinforcement Strategy (2)—Point System

UTILIZATION OF AN EXPERIMENTAL APPROACH TO INSERVICE EDUCATION

In developing the inservice training program for EDUCOURSE I, an experimental approach to teacher training was used. The prototype for this approach is the "Minicourse" model developed by the Far West Laboratory for Educational Research and Development at Berkeley, California.

The term "Minicourse" stresses the inclusion of short, self-contained packages of specific, well defined sets of related skills. This organization allows the teacher to plan his lessons along with his regular teaching activities and eliminates any dependence on others for coaching, criticizing, or supervision.

The Minicourses consist of a number of instructional sequences, each of which contains three steps: instruction, microteaching, and reteaching. Briefly, the teacher receives instruction by reading a handbook, viewing an instructional videotape, and viewing a model videotape. He then microteaches and simultaneously videotapes his performance, which he replays for the purpose of evaluation. Finally, he revises and reteaches the lesson, again videotaping and evaluating his performance.

The rationale and methodology incorporated in EDUCOURSE I, including documented research can be found in a recent volume, *The Mini Course, A Microteaching Approach to Teacher Education*. [1]

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[1]Walter R. Borg, *The Mini Course: A Microteaching Approach to Teacher Education.* Macmillan Educational Services, Inc. (Beverly Hills: 1970).

COORDINATION

Project EDUCATE was administered by Charlotte County and operated under the auspices of the Curricula Improvement Center which serves the school systems of Charlotte, DeSoto, Hardee, Glades and Hendry Counties. The Center is located in Punta Gorda. In order to accomplish the objectives and activities listed in the project narrative the following institution and agencies served vital functions:

(1)Personnel and facilities of the Title III, ESEA project, "Creative Media for the Handicapped," were shared by project EDUCATE.

(2)The Far West Laboratory for Educational Research and Development provided expert consultive ideas in the preparation of research design and research evaluation instruments.

(3)Personnel from the College of Education, Florida Technological University, provided consultive services in identifying the instructional skills important to the enhancement of learning behaviors of the educable mentally retarded for inclusion in the inservice course.

(4)Project and product evaluative services were provided by staff members of the College of Education, University of Miami.

DISSEMINATION

A report of the activities used to complete the project objectives were included in the Curricula Improvement Center's quarterly progress report, "Creative Media for the Handicapped," which is widely distributed throughout Florida and to agencies outside the state.

The completed product of Project EDUCATE, EDUCOURSE I, has been deposited with the Exceptional Child Education Division, Florida Department of Education.

DADE COUNTY

Dade County Public Schools
1410 N. E. Second Avenue
Miami, Florida 33132

Dr. E. L. Whigham, Superintendent
Miss Dorothy L. Ozburn, Project Director

TITLE: Center for Emotionally Disturbed

Number of Children	Handicap	Period	Amount Awarded
70	Emotionally Disturbed	9-1-70 8-31-71	$115,000.00

A major weakness of the special education program of Dade County is the lack of facilities for the education of the emotionally handicapped child. A survey conducted by Dr. Lindal Bullock, coordinator, Program in Emotionally Disturbed, University of Florida, indicates that for the 1970-71 school year that 2,392 children in this county would require special programs. This figure is based on a most conservative one percent estimate of need in the general population. At the present Dade County offers 28 classes for the emotionally handicapped. Twenty one of these are self contained and five are resource classes. The maximum number of children which can be served by these facilities would be 208 if operating at full capacity. Therefore, it appears that based on conservative estimates of need only 8% of the emotionally handicapped children could be provided for. In addition to the need for service, there is a gap in the lack of an appropriate model for a facility for the emotionally handicapped child in the secondary school age range. A survey of the national literature shows that most programs for this age range are still in an experimental, exploratory stage of development.

This program attempts to develop a model for educating the emotionally handicapped child in the public school setting. The first one and a half years of this three year project were frankly exploratory. The subsequent one and a half year period has been spent testing the model which combines behavior modification with interpersonal psychodynamic strategies. Preliminary evaluation figures which will be presented subsequently show promise for this model.

The gap reflected by the need for service has been met in the following way. In the 1968-69 school year 41 children were enrolled. For 1969-70, 92 children were enrolled. For 1970-71, 93 children were enrolled in this facility. Evaluation of the placement of the 1970-71 students is currently in progress. Complete figures are available for the 51 children enrolled during the regular school year 1969-70.

A comprehensive evaluation of this program was carried out by the Department of Program Evaluation Dade County Public Schools in February, 1971. This evaluation is available through the Department of Program Evaluation, Dade County Public Schools, 1410 N. E. 2nd Avenue, Miami, Florida 33132. On the basis of this evaluation it was recommended that the program be continued and supported by local board funds. At the termination of the past project fiscal year the local school board assumed financial support for this project.

CURRENT STATUS OF 1969-70
SOUTHWEST CLINICAL STUDIES

Pupil Status	Number of Student	Percentage of Total
Enrolled in regular Dade County classes	23	45.1
Returned to Southwest Clinical this year	16	31.4
Enrolled in private or special class	3	5.9
Institutionalized	2	3.9
Dropped out	2	3.9
Moved from Dade County	2	3.9
Vocational placement	2	3.9
Homebound	1	2.0
TOTAL	51	100.0

Coordination

The following community agencies have cooperative relationships with this program.

Child Development Center

Following psychological evaluation at the Child Development Center, children have been referred to the Southwest Clinical School for school placement.

Children's Psychiatric Center and *South Dade Mental Health Clinic*

Ten children and their parents have been referred to this agency for psychiatric and additional clinical intervention.

Children's Center

Following being enrolled for school in the Children's Center, children reaching their twelfth birthday have been referred to the Southwest Clinical School for continuance of their education.

Summon Program

The University of Miami has provided student volunteers to assist in tutorial programs.

Dade County Children's Home (Alpha House)

Children from the Southwest Clinical School who temporarily required residential placement were placed in the Youth Services Alpha House, home for emotionally disturbed adolescents, through the assistance of the staff at the Southwest Clinical School.

Jackson Memorial Hospital Institute (out-patient and in-patient)

Children were referred to the out-patient clinic at Jackson Institute for regulation on medication. Children admitted to the in-patient unit remained on the rolls of the Southwest Clinical School. During this period of time the staff at Jackson Institute and at Southwest Clinical School cooperated in obtaining certain services, school placement and foster home placement for these children.

Youth Services (Youth Hall, Parkway Children's Center, Juvenile Court)

Children from the Southwest Clinical School requiring residential placement because of misbehavior and/or dependency were placed by the Juvenile Court in Youth Hall or Parkway Children's Home. The staff of the Southwest Clinical School, probation officers and social workers cooperated in attempting to achieve permanent placement for these children and/or return to the Southwest Clinical School as a part of their rehabilitation.

Montanari School

Information was exchanged between Montanari School and Southwest Clinical School as alternative school placements for the emotionally disturbed child.

Vocational Rehabilitation

Children have been referred to Vocational Rehabilitation.

Vocational training, private school placement and psychiatric assistance were provided for Southwest Clinical School children by Vocational Rehabilitation.

South Florida State Hospital

Four children attending the Southwest Clinical School were referred to South Florida State Hospital for hospitalization.

Private Schools (Adelphi and Deerborne)
Children not able to be returned to the regular classroom and no longer suitable for the Southwest Clinical School because they were overage were placed in these two private schools which are geared to the education of the emotionally disturbed child.
University Department of Psychology
Family therapy is offered to three families of Southwest Clinical School students by a doctoral student and faculty. Four other families have been referred.
Kiwanis Land
Through the cooperation of Kiwanis Land, horseback riding has been provided children at the Southwest Clinical School.
Dade County Public Health Department
Physical (eye and hearing) examinations have been provided by the public health nurse. Medical advice made available to the parents.
Boystown and Sheriff's Boys Ranch
Residential placement has been provided at Boystown for children attending the Southwest Clinical School.

Dissemination

A student handbook has been prepared describing the program and is disseminated to all referring agencies and schools.

Information is further disseminated by visitation from agencies within the community and universities and junior colleges throughout the state and other states adjacent to Florida.

Following placement of students in a classroom outside the Southwest Clinical School, the staff has prepared placement review reports which would inform the staff of the receiving school districts, the receiving school staff and faculty of the progress of each student since he was admitted to the Southwest Clinical School. Conferences have been held with the receiving school psychologist regarding the progress of the child also. In some instances the staff at the Southwest Clinical School and the psychologist have then gone into the school to make detailed preparations for receiving the child.

The psychologist on the staff at the Southwest Clinical School has had orientation meetings with the psychologists, the visiting teachers, and the counselors from each of the schools in the districts served by the Southwest Clinical School. During these orientation meetings the personnel attending have received detailed information regarding criteria for admission and the goals set up for the Southwest Clinical School. These visiting personnel have then observed in the classroom.

Objectives	**Evaluation**
1. To enable the child to demonstrate acceptable regular classroom behavior.	Criteria Successful adjustment is measured by a behavior rating scale filled out by the classroom teacher for returned pupils. Comparison is made with a randomly selected control group from these classes. See appendix I. A successful adjustment is defined as behavior which falls within one standard deviation of the means as measured by this instrument. Results By this stringent test of comparing clinical school children with a randomly selected group, 20% had made successful remediations. With two exceptions the remainder of the group were functioning at a less adequate level but were still able to be maintained in a regular classroom setting.
2. To enable a child to demonstrate improved interpersonal skills in social relationships.	Criteria Assessment by parental judgment. Data collected by interview with parents by a psychologist who is not a member of the school staff. See appendix II. for interview schedule. Results Parent ratings on a scale of 1 to 5 of the Student Behavioral Adjustment was 4.1 for current students and 3.7 for past students. Parent ratings of students self concept while at the clinical school was 3.3 on the 5 point scale. Parent ratings of overall academic adjustment was 4.0 for students while in the school with a rating of 3.2 being maintained after return to the regular class placements.

3. To enable the students to demonstrate improved academic skills.

Criteria
Almost without exception children enrolled in this school have reached an asymptote in the acquisition of learning skills. Therefore, improvement on a standard test of reading (Gates-MacGintie) would constitute a rough measure of success in this skill. The mathematics section of the Wide Range Achievement Test was employed to measure change in this skill.

Results
Test retest comparisons were made on the 12 children who were assigned to the remedial reading program. All children showed improvement on retest. Increment range was from .5 years to 2.5 years. A sample of 10 was drawn from those children who had previously been administered the Wide Range Achievement Test. Post test scores on arithmetic showed an average improvement of 1.8 years.

4. To enable the child to demonstrate successful vocational adjustment.

Criteria
Continued progress in vocational training or continued job placement.

Results
There were 7 children for whom this objective is applicable. 5 were placed on jobs. 4 have succeeded in continuous employment. 1 has been employed intermittently. 2 pupils were assigned to vocational training. 1 of these pupils has continued successfully for the preceeding four months. The other has been in a vocational program since September of the current year. The results pertaining to this objective covers the entire three years of the project.

STUDENT BEHAVIOR CHECKLIST

PUPIL'S NAME_____ SEX _____

SCHOOL _____ GRADE _____

CLASS_____ TEACHER _____DATE _____

SECTION A

1) Considering your knowledge and observation of this student, check the statement below which most accurately describes his (her) achievement and progress in your class *in relation to his ability.*

   a. Student tries to achieve at a level above his ability.
   b. Achieving at a rate commeasurate with his (her) abilities.
   c. Student achieves at a level slightly below ability.
   d. Student at a level somewhat below ability.
   e. Student achieves at a level considerably below ability.

2) Considering your knowledge and observation of this student, check the statement below which most accurately describes what you think his adjustment to school will be:

   a. A year of very wholesome and productive work and growth.
   b. An average year of social and academic growth.
   c. A year beset by minor behavior problems which will not seriously affect academic work.
   d. A year characterized by major behavior problems which can be corrected in the classroom.
   e. A year of extreme behavior problems which would require outside assistance (e.g., dean, principal, etc.)

3) Approximately how many times each week do you correct or otherwise attempt to keep this student in line with your classroom rules?

4) Approximately how many times this year have you had to remove this student from the classroom as disciplinary measure?

5) List the disciplinary methods (verbal corrections, movement away from other students, etc.) that you use in attempting to deal with this child. Please state the most common method as number one and rank the others according to your reliance upon them.

   1.
   2.
   3.
   4.
   5.

6) At this point in time, how would you rate this student's degree of future adjustment to society. (Circle one)

Very Poor		Average		Excellent
1	2	3	4	5

7) How many times was this student absent from your class during the last six week period?

SECTION B*

School _____ Date _____

Please read the following alternative 1-7 (key) and then choose the one which contains the *most appropriate* clause for each of the behavioral statements listed below the key. Respond to *all* items with one check even if no alternative exactly fits a given behavioral statement. *All clauses in the alternative chosen need not apply to the same extent.* This scale will be used for research only.

*This scale was developed by Dr. Michael Stokols, Clinical Psychologist, Dade County School System.

KEY

1. never does not apply; just the opposite is true; this behavior is *never* a problem for the student or source of classroom disruption.

2. rarely occurs; occurs no more often than for several (many) other students, does not constitute a real problem for the student or for classroom deportment; occurs no more frequently than once a month on the average; can be handled by teacher in the classroom.

3. occurs just often enough to constitute a problem for the student or disruptive influence in the classroom of usually minor or containable proportions; occurs on the average of perhaps once every two weeks or so; more an irritant than a major problem source, as such, although frequency and/or intensity greater than expected from students of this age.

4. occurs with sufficient frequency and/or intensity to constitute a more serious problem for student or source of classroom disruption; occurs at least once a week (assuming student is in class); action from office *sometimes* needed to ameliorate problem; behavior detracts from student's overall performance; a definite problem which should not be ignored.

5. occurs two or three times a week; occurs half the time student is in class; intensity, duration, and/or frequency of behavior is such that occurrence almost always constitutes a *major* source of inappropriate behavior and/or classroom disruption; stringent decisive action (usually from the office); called for student can function to some acceptable degree, however, when not engaging in this behavior.

6. occurs on a near daily basis; occurs almost constantly and with sufficient intensity to always require decisive immediate action; student's overall performance just about completely undetermined by behavior; student barely tolerable in class when not engaging in behavior.

7. occurs daily; occurs whenever student is in class; a constant source of major disruption and disturbance and disruption in class; behavior precludes even minimal adaptive functioning in class; student completely uncooperative, inappropriate, maladaptive; student completely unacceptable.

BEHAVIORAL STATEMENT

a) Student is out of his seat or in some part of the classroom where he should not be.

1.( ) 2.( ) 3.( ) 4.( ) 5.( ) 6.( ) 7.( )

b) Student exhibits overt aggressive behavior towards classmates (fighting or hitting, angry, shoving, throwing objects with intent to hurt, threatening bodily injury, etc.)

1.( ) 2.( ) 3.( ) 4.( ) 5.( ) 6.( ) 7.( )

c) Student cuts class (is absent from class for no valid).

1.( ) 2.( ) 3.( ) 4.( ) 5.( ) 6.( ) 7.( )

d) Student uses obscene or profane language in class.

1.( ) 2.( ) 3.( ) 4.( ) 5.( ) 6.( ) 7.( )

e) Student comes late to class with no valid excuse.

1.( ) 2.( ) 3.( ) 4.( ) 5.( ) 6.( ) 7.( )

f) Student defies teacher's authority (argues, refuses to adhere to directions and instructions, deliberately acts contrary to teacher's requests, talks back.)

1.( ) 2.( ) 3.( ) 4.( ) 5.( ) 6.( ) 7.( )

g) Student seeks undue attention from, and/or preoccupation of teacher.

1.( ) 2.( ) 3.( ) 4.( ) 5.( ) 6.( ) 7.( )

h) Student attempts to divert the attention of other students by clowning, making jokes, acting silly or "babyish", responding with patently incorrect or foolish answers, etc.

1.( ) 2.( ) 3.( ) 4.( ) 5.( ) 6.( ) 7.( )

i) Student goes to "sleep" or totally withdraws from any meaningful involvement or interaction with others during class.

1.( ) 2.( ) 3.( ) 4.( ) 5.( ) 6.( ) 7.( )

j) Student does not complete (or even attempt) individual work assignments.

1.( ) 2.( ) 3.( ) 4.( ) 5.( ) 6.( ) 7.( )

k) Student leaves class during period; student walks out of class before period ends.

1.( ) 2.( ) 3.( ) 4.( ) 5.( ) 6.( ) 7.( )

l) Student exhibits aggressive, hostile behavior towards teacher (threatens bodily injury, threatens retribution, raises hand to teacher, strikes or pushes teacher, etc.)

1.( ) 2.( ) 3.( ) 4.( ) 5.( ) 6.( ) 7.( )

m) Student talks out of turn, interrupts others, monopolizes conversations and group discussions.

1.( ) 2.( ) 3.( ) 4.( ) 5.( ) 6.( ) 7.( )

n) Student unable to cooperate or get along with anyone in class (although manifest aggression not necessarily in evidence).

1.( ) 2.( ) 3.( ) 4.( ) 5.( ) 6.( ) 7.( )

APPENDIX D

Telephone Interview

Telephone interview respondents were the first nine parents to be reached by calls made in alphabetical order through the transmittal list of former Southwest Clinical students. The same procedure was used to select 10 interviewees from parents of the current students.

The caller introduced himself as a psychologist in Program Evaluation, briefly explained the purpose of the interview, and prepared the respondent for the questions as follows:

I will give you a series of statements, and I will ask you to tell which one best applies to (*name of child*), or best describes the situation as you see it.

The question then followed, with the attempt to focus the respondent on the issue by appropriate amplification or clarification when he seemed in doubt:

1. Which best describes the academic training given by Southwest Clinical School?
   a. The child seemed to learn better than ever before.
   b. The child learned better than he had for some time previously.
   c. No change in his learning, or no opinion.
   d. The school did not seem to help at all.
   e. The experience interfered with his ability to learn.
2. Which best describes the effect on (*name of child*)'s behavior while he was at the school?
   a. His behavior improved greatly.
   b. His behavior improved somewhat.
   c. No opinion, or no change.
   d. His behavior seemed to get somewhat worse while he was at the school.
   e. His behavior became much worse while he was at the school.
3. Which best describes your own sense of participation with the program at Southwest Clinical?
   a. I felt strongly involved.
   b. I felt somewhat involved.
   c. No opinion.
   d. I felt only slightly involved.
   e. I did not feel involved.
4. Which best describes the interest shown by the staff in working with you as a parent?
   a. Much interest was shown.
   b. Moderate interest was shown.

c. No opinion.
d. Only slight interest was shown.
e. No interest was shown.

5. Which best describes the transportation to and from Southwest Clinical School?
   a. Excellent.
   b. Good.
   c. No opinion.
   d. Fair.
   e. Poor.
6. Which is most descriptive of (*name of child*)'s attendance record?
   a. Excellent.
   b. Good.
   c. No opinion.
   d. Fair.
   e. Poor.
7. Which best describes (*name of child*)'s feelings about (him-herself) during the Southwest Clinical School program?
   a. Very positive.
   b. Fairly positive.
   c. Neutral; no opinion.
   d. Negative.
   e. Very negative.
8. Which best describes (his, her) teachers at Southwest Medical Clinical?
   a. Very positive.
   b. Fairly positive.
   c. Neutral; no opinion.
   d. Negative.
   e. Very negative.

When the person contacted was a parent of a child since returned to regular classes, questions 1, 2, 6, 7, and 8 were also asked, with appropriate rephrasing, in the context of the current school situation.

Scoring of responses consisted of the assignment of five points to each "a" category reply, and corresponding descending point values to answers in the remaining categories.

DESOTO AND CHARLOTTE COUNTIES

District School Board of
DeSoto County
Box 111
Arcadia, Florida 33821

Mrs. Margaret Murphy, Superintendent
Mrs. Marilyn Mizell, Project Director
Mr. Gary Small, Co-Director

TITLE: Charlotte and DeSoto County Exceptional Child Program for Trainable Retarded

Number of Children	Handicap	Period	Amount Awarded
27	Trainable Mentally Retarded	9-1-70 8-31-71	$52,235.00

At the time of grant application the needs of the trainable retarded children in Charlotte and DeSoto Counties were not being met to the satisfaction of the county staff, school board members, teachers, and parents.

It had been necessary for Charlotte County to send nine trainable retarded youngsters 150 miles round-trip to Loveland School in Sarasota County, located at Venice. A fee of $300 per child was paid by Charlotte to Loveland School, a private agency. The continuation of this service had relied upon the fact that a retired parent was willing to transport his child and eight others on his own time with only a reimbursement of $0.10 a mile. At the time of the application this parent was not well and Charlotte County did not know from day to day when this service would be terminated. In addition, there were two children on a waiting list, as the station wagon was completely full.

DeSoto County had either refused to enroll trainable children by legal exemption, or more often, had enrolled trainable retarded children in the educable mentally retarded self-contained classrooms. This had, of course, affected the number of children enrolled in these classes, as well as the range of ability in these programs. The curriculum needs of both the trainable and the educable retarded were not being adequately met and, in addition, the situation was creating social and adjustment problems for both groups of children.

By combining the youngsters identified as trainable from DeSoto and Charlotte Counties a satisfactory program for them could be provided at three levels—Primary, Intermediate, and Upper—with a minimum of travel for the group from Charlotte County.

An abandoned public school that was being maintained by the County Commissioners of DeSoto County and opened for voting and community activities, was located at Fort Ogden, a small rural community eleven miles south of Arcadia and thirteen miles north of Punta Gorda. The County Commissioners agreed to lease this school valued at $60,000.00 to the District School Board of DeSoto County for the program for trainable children. They did request that the building be made available to the community for civic functions and be retained as a voting center. Because of lack of space, it was necessary for the Registrar to move the election poll to another location. However, the building is still being used by the South DeSoto County Civic Club for their monthly meetings, which are held in the evenings.

The community continues to be pleased concerning the reopening of the school for this program. The Coordinator of Exceptional Education was invited to speak to the Civic Club at one of the supper meetings, and the Head Teacher was also invited to attend at a later date. A Christmas party was given by the ladies of the community with each child receiving a gift to take home. Two applications for teacher-aides were received from individuals residing in the Ft. Ogden area. However, no vacancy has occurred for a DeSoto County aide. One of these applicants has been used as a volunteer and a substitute from time to time.

Services by various agencies to the school have been shared by Charlotte and DeSoto Counties.

The Charlotte County Mental Health Clinic did clinical evaluations on some of the children screened for the TMR Program. The DeSoto County Health Department and the Charlotte County Health Department both provide health services by the respective school nurses.

The public school systems of both counties share in providing administration and supervision, social work services, and special consultants. No speech therapy was provided during this project year, but hopefully speech therapy will be provided during the 1972 project year.

Charlotte County provides lunchroom services from the Tee and Green Elementary School. A hot lunch, packed in special containers, is picked up each noon by one of the special aides and transported to the Ft. Ogden School. The additional 10 cents for containers is provided through project funds.

Information concerning this project was disseminated by the local news media in the form of feature articles informing the public about the special program. Periodic reports were made informally to the District School Board and interested instructional personnel.

There was just one general project objective for this program and that was to provide within a reasonable distance a planned program for trainable retarded children at the Primary, Intermediate, and Upper Levels.

This planned program was designed to be directed toward the development of the competencies, adjustments, and maturity for community living.

Essential to the development of these competencies were:

a. The development of self-care skills.
b. The development of language, both inner-language and spoken language.
c. Adjustment in the home and neighborhood as an extension of the school environment.
d. Development of practical skills directed toward economic usefulness.

For the first year of this program emphasis was placed on the first specific objective, the development of self-care skills. The philosophy of the instructional staff concerning the planned program was basically that the curriculum for the trainable mentally retarded child should be the program determined to be most suitable within realistic limits of the ability of each child. The teacher's task was to ascertain the present level of development of the children in his/her class. It was necessary for the teacher to have knowledge of sources of materials and equipment and adapt and develop materials and equipment to the learning characteristics of trainable mentally handicapped children. It was the teacher's role then to provide instruction that most effectively met the needs of trainable mentally handicapped children in *life situations*.

Report of Data Analysis—Charlotte and Desoto County Exceptional Child Program for Trainable Retarded*

Prior to entry into the program, all children were tested or rated on the following instruments:

1. Stanford-Binet Intelligence Test
   a. Five subtests: (1) drawing a vertical line, (2) copying a circle, (3) bead stringing, (4) building a block tower, (5) form board.
2. Peabody Picture Vocabulary Test
3. T. M. R. Performance Profile
4. Adaptive Behavior Scale
5. Behavior Patterns (Smitzes Scale)

In addition, certain demographic data were collected for each of the children entering the program. The tests and rating instruments were repeated at the end of the evaluation period, and the major analyses concerned changes in performance on these instruments as a function of the training program. Additional analvses were performed to assess any functional relationships between performance changes and demographic characteristics.

Stanford-Binet Intelligence Test

The subtests used from this test were chosen to provide an index of motor ability, visual-motor coordination, spatial relations, and ability to follow simple directions. In addition, these subtests provide an index of maturation level.

Analyses of changes in performance on this measure were obviated by the lack of variability in the results. Of 200 measurements (20 children, 5 subtests, 2 test administrations), only 16 were below the maximum attainable values. Thus, these tests were not difficult enough to provide a measure of any deficit in performance for these children, and therefore could not reflect any improvement which may have resulted from participation in the program.

These results suggest that the subtests used are of such low level that they cannot discriminate among children such as those in this program. It is recommended that any future study select tests of higher difficulty level, so that improvements in performance could be demonstrated.

Peabody Picture Vocabulary Test

The scores on this test were translated into mental age levels and IQ scores. Repeated measures analyses of variance were performed on both the M.A. and IQ data. The only significant effect ($p < .01$) in both analyses was that of time of administration; both scores were significantly higher in the post-test than in the pretest (see table below). There we no significant differences in improvement among groups (primary, intermediate, upper), nor were there any si ficant interactions.

Mean PPVT Scores

	M.A.	IQ
Pretest	4-6	48.8
Posttest	5-6	59.0

Analyses of the direction of change for individual children by nonparametric procedures (sign test) yielded identical results. The results of these analyses indicate that an improvement in mental age and IQ resulted from the training program.

T.M.R. Performance Profile

Habilitation Level scores were obtained for each of six scales and for the total profile. Repeated measures analyses of variance on *every* scale and on the total yielded a significant effect ($p < .01$) of time of administration, with post-test scores being higher than pretest scores (see table below).

Mean T.M.R. Scale Score

	Social Behavior	Self-Care	Commun-ication	Basic Knowl.	Pract. Skills	Body Usage	TOTAL
Pretest	62.2	62.9	58.3	42.2	39.2	53.0	317.6
Posttest	97.2	100.5	91.6	73.4	86.1	85.0	533.7

In addition, significant interactions ($p < .05$) between groups and time of administration were found on three scales. The table below shows the amount of improvement in scale score for these three scales as a function of a group. For Communication and Basic Knowledge, the primary group improved to a significantly greater extent than the other two groups; for body usage, the primary and upper groups improved significantly more than the intermediate group.

Mean Change in T.M.R. Scale Score

	Commun.	Basic Knowl.	Body Usage
Primary	40.9	39.0	37.0
Intermediate	29.5	26.5	22.5
Upper	25.8	24.8	40.5

Nonparametric analyses of the data (sign tests) supported the analyses of variance in finding significant improvement. In fact, all 20 children improved on all six scales after participating in the program.

The result of these analyses indicate that improvement in performance on the T.M.R. Profile resulted from the training program, that this improvement occurred for all children in the program, and that for three of the scales, the magnitude of the improvement was a function of the group or level in which the child was placed.

Adaptive Behavior Scale

This scale is a behavior rating scale for mentally retarded and emotionally maladjusted individuals. The scale is designed to provide an objective description and assessment of adaptive behavior. Only Part II of this scale was used, and this part contains 14 measures of maladaptive behavior related to personality and behavior disorders.

Repeated measures analyses of variance on each of the 14 scales failed to produce any significant terms except for a difference ($p < .05$) in Rebellious behavior among the three groups (Mean scores: Primary = 6.6, Intermediate = 3.6, Upper = 1.2). There were no statistically reliable differences between pre-test and post-test on any of the scales. Nonparametric analyses (sign tests) yielded the same nonsignificant results. About the same number of children increased in adaptive behavior as decreased in adaptive behavior, as measured by this instrument. In addition, many children showed no change in scores on each of the scales.

These results could be due to lack of sensitivity of the scale to change in adaptive behavior, to lack of reliability of scores, or to absence of consistent change on the part of the children. This last interpretation would indicate that the training program does not alter the maladaptive behaviors measured by this instrument.

Behavior Patterns (Smitzes Scale)

This scale is designed to measure behavior patterns in two general domains: self-care and language. A check list is provided for frequency of various behaviors, which are grouped into age-specific categories.

Inconsistencies in scoring resulted from apparent overlapping of activities at different maturational and age levels. For example, a child might have been scored as "always" performing certain behaviors appropriate to five years, while only "rarely" performing certain behaviors capable of performance by a child of 2 years. This made it difficult to determine an appropriate value for level of current functioning, and resulted in no discrimination of apparent improvement in functioning as a result of the training program.

Demographic Data

Demographic data included race, socio-economic status, language usage, presence or absence of sensory-motor defects, participation in prior programs, medical diagnosis, size of home community, and presence or absence of parential resistance to the program.

Appropriate analyses (analyses of variance, point-biserial correlations, etc.) were used to assess any relations between change in performance on any of the instruments used as a function of any of the demographic variables. Of all these analyses, only one demonstrated a statistically reliable ($p < .05$) relation. Negro children improved more than Caucasian children on the Self-Care scale of the T.M.R. Profile. (Mean improvement in scores: Negro = 46.7, Caucasian = 30.2) It should be noted that *both* groups improved significantly, but the magnitude of the improvement was greater for the Negro children. Most of the analyses failed to achieve significance not because mean values of scores were the same for different demographic groupings, but rather because of the great variability in scores within any particular demographic grouping.

Summary of Results

1. The Stanford-Binet subtests that were used to obtain measures of improvements as a function of the training program were not difficult enough tasks to reflect performance gains. Most of the children obtained maximum scores on the pretest phase. It is recommended that any future research substitute tasks which have higher difficulty levels in order to assess any gains or improvement in performance on the posttest phase.
2. Comparison of pretest and posttest scores on the PPVT revealed significant increases in both M.A. and IQ or a function of the training program.
3. The results of the T.M.R. Performance Profile indicated that *all* children improved significantly on *all* six scales following participation in the training program. In addition, the degree of improvement was dependent upon the age group or level of the child.
4. The Adaptive Behavior Scale did not reveal any significant changes in behavior following the training programs. However, there were significant differences among groups on rebellious behavior, and these differences were independent of the training program.
5. The Smitzes Scale of Behavior patterns failed to reveal any changes from the pretest to the posttest phase of the study.
6. Analyses of the demographic data yielded only one significant relationship between race and magnitude of improvement on the Self-Care scale of the T.M.R. Black children showed greater improvement than white children.

The most significant aspects of this study are the demonstration of increases in M.A and IQ on the PPVT and increases in the T.M.R. Performance Profile for all children or a function of the training program.

Appendix

Significant F-ratios from Analyses

P.P.V.T.:
- Mental Age - Effect of time of administration, $F(1,16) = 23.2$
- IQ - Effect of time of administration, $F(1,16) = 14.1$

T.M.R. Profile:
- Social Behavior - Effect of time of administration, $F(1,17) = 90.8$
- Self Care - Effect of time of adminisistration, $F(1,17) = 148.7$
- Communication - Effect of time of administration, $F(1,17) = 255.8$
  - Interaction of group with time of administration, $F(2,17) = 4.62$
- Basic Knowledge - Effect of time of administration, $F(1,17) = 212.6$
  - Interaction of group with time of administration, $F(2,17) = 4.55$
- Practical Skills - Effect of time of administration, $F(1,17) = 288.4$
- Body Usage - Effect of time of administration, $F(1,17) = 122.3$
  - Interaction of group with time of administration, $F(2,17) = 3.64$
- Total - Effect of time of administration, $F(1,17) = 313.6$

Adaptive Behavior Scale:
- Rebellious - Effect of group, $F(2,17) = 4.76$

Negro-Caucasian Differences
- T.M.R. Self-Care Scale, $F(1,18) = 17.9$, $p < .01$

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DUVAL COUNTY

Duval County Schools
1230 Pippin Street
Jacksonville, Florida 32206

Dr. C. H. Hardesty, Superintendent
Mrs. Julia Wickersham, Program Administrator
Mrs. Patricia A. Hollis, Project Director

TITLE: Project FULFILL: Furthering Useful Living for Intellectually Limited Learners

Number of Children	Handicap	Period	Amount Awarded
40	Educable Mentaily	91-70	$94,500.00
Retarded	8-31-71		

Project FULFILL (Furthering Useful Living for Intellectually Limited Learners) was designed to meet the needs of children with a multiplicity of handicaps through a highly individualized instructional program in four demonstration classrooms. Project funds also were used in the EMR program to update teacher skills for identification of these children and remediation of their learning problems. As an adjunct to the innovative school program, parents were included in the educational milieu to promote a better understanding of their child and his needs. This three-pronged effort to ameliorate and/or eliminate gaps and weaknesses existing in the school system was undertaken with the original funding in January, 1969.

THE CLASSROOM

Forty children were enrolled in Project classes in August, 1970. During the regular school term, a total of forty-three children were enrolled in Project classes, although test results are only obtained for thirty-six.

The summer program for 1971 consisted of two primary classes, serving a total of twenty-two children. The increase over the anticipated ten children per class was made to insure an adequate enrollment during the session.

INSERVICE TRAINING

Twenty-three teachers representing several areas of responsibility participated in the inservice training program in January and February, 1971. The purpose was to allow the participants to gain a knowledge of the structure of other classes within the department, and to develop an awareness for recognizing children with multiple handicaps in a variety of settings.

Summer inservice training was scheduled for twenty-one teachers in the Exceptional Child Department and FULFILL staff on August 18, 19, and 20, 1971. Two demonstration classrooms were established and two consultants from San Diego, California, worked with the teachers on precision teaching methods.

Spring and summer segments of inservice training involved a total of forty-six teachers. Participating teachers experienced an updating of knowledge of teaching methods and a greater awareness of the variety of programs available for exceptional children.

PARENT EDUCATION

As in prior years, monthly parent meetings were scheduled during the school year 1970-71. The overall objective was to have each parent become a contributing member in the total educational setting.

During the summer session, evening meetings were scheduled for interested parents who had a child currently or previously enrolled in project classes. These meetings, conducted by a clinical psychologist and attended by the coordinator of the project were designed to help parents learn how to use psychological principles in rearing children.

Parents of children enrolled in project classes have shown great improvement in their attitudes toward their children and their handicaps. In addition, their involvement in planning children's activities and general interaction has markedly increased.

Coordination

Agencies previously providing services have continued to work closely with Project FULFILL personnel to meet the needs of the child with multiple handicaps.

The following agencies were directly involved in services to the indicated number of children.

Academy of Dentistry	7
Camp Challenge	1
Cerebral Palsy Clinic	1
CHAMPUS	1
Child Guidance Clinic	2
City Recreation Department	10
Duval Association for Retarded Children	*
Duval County Welfare	1
Duval Medical Center	12
Epilepsy Foundation	2
Family Consultation Service	1
Florida Council for the Blind	2
Florida Crippled Childrens Commission—Hope Haven	3
Florida Health & Rehabilitative Services	6
Gateway Girl Scout Council	13
GJEO - Neighborhood Service Program (Robert F. Kennedy Center)	20
Parent Child Center	1
Surplus Foods—Federally Donated Commodities (See F.H. & R.S.)	15
Housing Authority	2
Junior Chamber of Commerce	*
Junior Olympics	20*
Juvenile Court	2
Naval Air Station Hospital	1
St. Vincent's Hospital Clinic	1
Speech & Hearing Center	3
Social Security	1

Dissemination

Continued use of the conventional channels of communication, the public news media and the Duval County School System Newsletter have been emphasized. Another hour long tape showing all classes during an assembly was prepared.

Many visitors from throughout the United States as well as Canada and Germany visited project classes during the school year. From their questions during visits and their letters after returning home, reactions to the project classes were both positive and interrogative as to replication.

The positive attitudinal changes noted in children enrolled and their families remain the most effective dissemination technique. Followup reports on children moved to other programs indicate that improved attitudes are being maintained and progress for children is continuing.

Project Objectives

The Classroom

The global objective for children enrolled in project classes was to diagnose, remediate, or ameliorate learning handicaps so that the child could be fused successfully into existing individualized educational setting.

To attain this broad objective the following specific objectives were used for evaluative purposes:

1. To lengthen the attention span for independent "on task" performance to fifteen minutes for 50% of the primary class students and to thirty minutes for 60% of the intermediate class students.
2. To increase the number of days in school for forty students as shown on teacher-maintained attendance records.
3. To prepare children who are non-readers to take a test and attain measurable reading scores.
4. To improve the reading score of 75% of the children demonstrating poor reading ability.
5. To improve the spelling scores of forty children.
6. To improve the mathematic skills of forty children.

In-Service Training

This phase of the project was designed to assist teachers of the educable mentally retarded to identify in their own classes those children with severe multiple handicaps, to meet the needs of those children more effectively, and to use innovative teaching techniques.

Three procedural objectives were established for the in-service training phase, as follows:

1. To develop in teachers a better understanding of the needs of children with multiple handicaps.
2. To expose teachers to new teaching methods and materials.
3. To follow up development of identification, needs assessment and teaching skills as they apply to children with multiple handicaps.

The attainment of the first two objectives was evaluated primarily through the use of check lists and comments on check lists. These forms are a part of the reporting of in-service components to the Director of Professional Development, Duval County School System. Supervisory personnel throughout the Exceptional Child Department have been asked to follow-up on participants' performance in order to obtain further information as to the impact of this phase.

Parental Education

This phase was designed to involve parents in their child's educational progress as well as to increase their awareness of their child's needs. Procedural objectives were as follows:

1. To increase interaction in school activities (parent meetings, room parties, etc.)
2. To reduce negative feelings towards the educational environment.
3. To help parents accept their child and his handicaps more constructively.

Evaluative measures in this phase were procedural rather than specific. Reactions of parents were obtained from family consultant reports, teacher contacts, and other staff members interaction with parents.

Results and Conclusions

Objective 1 - to lengthen the attention span for independent "on task" performance for 50% of the primary class students and to thirty minutes for 60% of the intermediate class students.

On the primary level all of the eighteen children observed attained the minimum level criteria during post observations of fifteen minutes "on task" performance. A percentage of 100 was the final result.

On the intermediate level twelve children attained minimum level criteria during post-observations of thirty minutes "on task" performance. A total of eighteen children were tested giving a percentage of 66.6.

It can be concluded that children in the primary level far exceeded expected performance and that those on the intermediate level achieved slightly better than anticipated.

Objective 2 - To increase the number of days in school for forty students as shown on teacher maintained attendance records.

A total of thirty-six children were included in this evaluation measure. Four children withdrew during the school year.

Of those included, twenty-five met the minimum success criteria or 78%. This objective was also achieved beyond desired expectations. The conclusion is made therefore that these children can be maintained in a classroom setting which is structured to meet their individual needs.

Objective 3 - To prepare children who are non-readers to take a test and attain measurable reading scores.

Thirty-one children were pre and post tested. Of these, twenty-five attained minimum level criteria, or 80.6%.

The following conclusions can be made regarding improvement in academic skills. First, these children can learn skills, in some cases rapidly, when the learning environment meets their needs. Second, an improvement in these skills would be expected to follow improved "on task" performance and attendance. Third, children served by this project can be maintained in an educational setting if same is designed to meet their individual needs.

Objective 4 - To improve the reading score of 75% of the children demonstrating poor reading ability.

Seventeen of the thirty-six children enrolled for the entire school year were non-readers. Fifteen attained minimum level or above, or 88%.

This objective exceeded the projected expectation of 80%. The number of non-readers enrolled also exceeded the projected observed need by 27%. Eleven non-readers were on the primary level and six on the intermediate level. Four children were not tested.

Objective 5 - To improve the spelling score of forty children.

Fifteen of the children enrolled had some reading ability. The span is shown on Table V in the Appendix. Twelve children attained the minimum level or 80% of those tested which exceeds the anticipated 75% improving.

Objective 6 - To improve the mathematic skills of forty children.

Table VI gives test results for thirty-two children, twenty-one of whom, or 65.6%, achieved minimum level or above. This is considered to be one of the most difficult of the academic skills and the attainment of this objective, while not showing great improvement for any particular child, does support the final conclusion for academic skill development.

In-Service Training

Form C Evaluation Intra/Inter County Visit, Duval County School Board, was developed early in the 1970-71 school year for use throughout the county. Consequently, this form was used in lieu of evaluative tools previously developed by Project staff.

Twenty-three teachers participated in the in-service training during the regular school term, with the following results.

1. To what extent do you feel the objectives set forth in your visitation request form have been achieved?
   Quite well 21
   Somewhat 2
2. To what extent do you feel the visit will help you more effectively perform your tasks?
   Quite well 18
   Somewhat 5
3. To what extent do you feel able to describe to others the things observed?
   Quite well 20
   Somewhat 3
4. To what extent do you feel able to demonstrate to others the things observed?
   Quite well 17
   Somewhat 6

There were no responses to "not so well" and "not at all" on any item.

It should be noted that the coordinator stressed the need for more teacher/student interaction during inservice training. Consequently, in the workshop held in August, two classes of children were enrolled. This provided the much needed practical experience for the teachers with the following results:

1. Quite well	23	2. Quite well	21	3. Quite well	23	4. Quite well	19
Somewhat	0	Somewhat	2	Somewhat	0	Somewhat	4

Procedural objectives used for evaluating this phase produced results which were overwhelmingly positive. As previously stated, however, the real test of the value of training received will be reflected in the classrooms of teachers who participated. The final benefit will be noted in students' improved performance.

Parent Education

Of the total number of fifty children enrolled during the 1970-71 funding period, positive attitudes were established and maintained with forty-two of their families. Procedural objectives used to determine success were attendance at monthly meetings, contacts originated with parent to project staff for assistance and information,

and parental interaction in school parties, field trips, assemblies and the like.

It can be concluded, therefore, that eighty-four per cent of the families involved were cooperative and positively oriented to attending group meetings and other school/home contacts.

TABLE IV

Project FULFILL
1970-71

PERFORMANCE OBJECTIVE	To prepare children who are non-readers to attain a measurable reading score
AREA	Non Readers Slosson Reading Test
MINIMUM LEVEL	Any score above zero for 80% of children tested
SUCCESS LEVEL	88%

PRE TEST		POST TEST	CUMULATIVE FREQUENCY		COMMENTS Ind. Gain	Mo.
			PRE	POST		
N.T.	4	4	4	4	0.0-0.2	2
0.0	17	11	21	6	0.0-0.1	1
0.1		1		7	0.0-0.3	3
0.2		5		12	0.0-0.0	0
0.3		5		17	0.0-0.2	2
0.4		3		20	0.0-0.0	0
0.5					0.0-0.3	3
0.6					0.0-0.3	3
0.7					0.0-0.4	4
0.8		1		21	0.0-0.4	4
					0.0-0.2	2
					0.0-0.3	3
					0.0-0.9	2
					0.0-0.8	8
					0.0-0.3	3
					0.0-0.2	2
					0.0-0.4	4

TABLE V

Project FULFILL
1970-71

PERFORMANCE OBJECTIVE	To improve the reading score of children with poor reading ability
AREA	Reading Slosson Reading Test
MINIMUM LEVEL	75% of children tested increase by three months grade point level
SUCCESS LEVEL	80%

	PRE TEST	POST TEST	CUMULATIVE FREQUENCY		COMMENTS Ind. Gain	Mo.
			PRE	POST		
NT	0		0	0	0.1-0.4	3
0.1	4		4	0	0.5-0.6	1
0.2	1	1	5	1	0.6-1.2	12
0.3				0	0.1-0.2	1
0.4		2		3	3.3-4.3	10
0.5	1	1	6	4	1.6-2.4	8
0.6	1	1	7	5	7.7-8.2	5
0.7	1		8		1.0-1.2	2
0.8			9		0.7-1.0	4
0.9					0.8-1.3	4
1.0	3	2	12	7	1.0-1.8	8

Cont'd.

1.1						0.1-0.4	3
1.2			2		9	1.0-1.6	6
1.3						0.1-0.5	4
1.4						0.2-1.9	16
1.6	1		1	13	10		
1.7							
1.8			1		11		
1.9			1		12		
2.0							
2.4			1		13		
3.3	1			14			
4.3			1		14		
7.7	1		1	15	15		

TABLE VI
Project FULFILL
1970-71

PERFORMANCE OBJECTIVE: To improve spelling scores as measured on a diagnostic test

AREA: Spelling — Kottmeyer Diagnostic Spelling Test

MINIMUM LEVEL: 50% of children increase 2 months grade point level

SUCCESS LEVEL: 65.6%

PRE TEST		POST TEST	CUMULATIVE FREQUENCY		COMMENTS Ind. Gain	Mos.
			PRE	POST		
NT	4	4		4	0.0-0.3	3
0.0	27	7	31	11	0.0-0.2	2
0.1	1	3	32	14	0.0-0.1	1
0.2	1	8	33	22	0.0-0.1	1
0.3		6		28	0.0-0.3	3
0.4		3		31	0.0-0.2	2
0.5		1		32	0.0-0.0	0
0.6		1		33	0.0-0.2	2
0.7					0.0-0.2	2
0.8	1		34		0.0-0.2	0
0.9					0.0-0.3	3
1.0					0.0-0.2	2
2.0		1		34	0.0-0.4	4
4.0	1		35		0.0-0.0	0
4.4		1		35	0.0-0.2	2
6.2	1		36		4.0-4.4	4
7.1		1		36	0.0-0.2	2
					0.0-0.6	6
					0.0-0.4	4
					6.2-7.1	8
					0.8-2.0	2
					0.1-0.5	4
					0.0-0.5	3
					0.0-0.2	2
					0.0-0.1	1
					0.0-0.0	0
					0.0-0.4	4
					0.2-0.3	1
					0.0-0.0	0
					0.0-0.0	0
					0.0-0.3	3
					0.0-0.0	0

TABLE VII

Project FULFILL
1970-71

PERFORMANCE OBJECTIVE	To improve mathematic skill as measured on an individual standardized test
AREA	Mathematics California Arithmetic Test
MINIMUM LEVEL	50% of children increase by four months grade placement
SUCCESS LEVEL	80.6%

	PRE TEST	POST TEST	CUMULATIVE FREQUENCY		COMMENTS Ind. Gain Mos.	
			PRE	POST		
NT	5	5	5	5	1.2-3.1	17
0.0	7	1	12	6	0.8-3.1	11
0.1	0	0	12	6	1.0-2.8	17
0.2	0	0	12	6	0.6-2.9	21
0.3	1	1	13	7	0.0-0.4	4
0.4	1	1	14	8	0.4-1.8	14
0.5	0	0	14	8	0.0-2.0	18
0.6	2	0	16	8	0.3-2.0	15
0.7	0	0	16	8	0.6-2.9	21
0.8	1	0	17	8	0.0-0.0	0
0.9	0	0	17	8	1.6-3.1	13
1.0	4	0	21	8	1.6-2.4	16
1.1	1	0	22	8	0.0-2.8	26
1.2	1	0	23	8	1.0-1.7	7
1.3	0	0	23	8	3.2-4.4	11
1.4	0	0	23	8	1.0-1.8	8
1.5	0	0	23	8	2.7-3.3	5
1.6	2	0	25	8	3.1-4.9	18
1.7	0	1	25	9	4.2-4.2	0
1.8	0	4	25	13	3.5-4.0	5
1.9	0	0	25	13	3.2-3.2	0
2.0	1	2	26	15	1.1-1.8	7
2.1	0	0	26	15	0.0-2.6	24
2.2	1	0	27	15	3.0-3.2	2
2.3	0	0	27	15	1.0-1.8	8
2.4	0	1	27	16	2.3-3.8	14
2.5	0	0	27	16	4.9-3.8	0
2.6	0	1	27	17	0.0-2.8	26
2.7	1	0	28	17	2.0-3.3	12
2.8	0	3	28	20	3.7-4.2	5
2.9	0	2	28	22	0.0-0.3	3
3.0	1	0	29	22		
3.1	1	3	30	25		
3.2	2	2	32	27		
3.3	0	2	32	29		
3.4	0	0	32	29		
3.5	1	0	33	29		
3.6	0	0	33	29		
3.7	1	0	34	29		
3.8	0	2	34	31		
3.9	0	0	34	31		
4.0	0	1	34	32		
4.1	0	0	34	32		
4.2	1	2	35	34		

Cont'd.

	PRE TEST	POST TEST	CUMULATIVE FREQUENCY		COMMENTS Ind. gains mos.
4.3	0	0	35	34	
4.4	0	1	35	35	
4.5	0	0	35	35	
4.6	0	0	35	35	
4.7	0	0	35	35	
4.8	0	0	35	35	
4.9	1	1	36	36	

HAMILTON (Multi-Counties)

Hamilton County School Board
P. O. Box 192
Jasper, Florida 32052

Mr. James L. Dunaway, Superintendent
Mrs. Lillian Sasnett, Project Consultant
Mr. Thomas S. Warren, Project Director

TITLE: Developing and Coordinating a Comprehensive Exceptional Child Program in Five Rural, North Florida Counties

Number of Children	Handicap	Period	Amount Awarded
341	Varying Disabilities	9-1-70 8-31-71	$19,200.00

Since the nature of, and complete scope and sequence for, this Title VI-A project were not designed to deal directly with the training of students, but were designed for the training of teachers and the overall improvement of programs, the objectives which follow were not written in terms of behavior in pupils but were written in terms of teacher and program improvement.

Objectives

1. To develop a cooperative instructional program for exceptional children in the schools of the six county systems belonging to the NFJCSC as determined by a written document which describes all special education programs developed within the six systems served by the common coordinator for exceptional programs.
2. For teachers of exceptional children under six county school systems to prepare a guideline handbook which includes: (1) an efficient diagnostic battery of tests for assessing specific learning problems as well as initial screening, (2) characteristics of the evaluation of a total program of exceptional education, and (3) illustrative types of both quantitative and qualitative evaluation activities. Proof of these objectives accomplishment will be determined by the publication and distribution of this handbook to all teachers of exceptional children in the six county area.
3. For teachers of exceptional children to develop an interest in and commitment to the development of comprehensive exceptional instructional programs so that when given specific opportunities during the school year to participate in inservice training programs, and/or to develop new materials and/or to try out new techniques and ideas, ninety per cent of the teachers will participate in at least eighty per cent of the opportunities provided.
4. For teachers of exceptional children to develop skill in diagnosing the disabilities of special education students as measured by criterion tests especially constructed to measure achievement in each diagnostic skill chosen.
5. To improve and make more efficient methods for diagnosing specific E.M.R. students learning problems as determined by the assembly of an E.M.R. test battery and evidence that it actually does measure significant problems of the handicapped.
6. To increase the identification and communication to the exceptional teachers of information about existing successful practices in the utilization of media for the training of exceptional children. Proof that this objective is accomplished will be evidenced by the number and extent of actual communication sent to teacher and the formal and informal training sessions in media use held for the teachers.
7. For teachers of exceptional children to develop positive attitudes toward exceptional education children, special education program development, special curriculum guides and other concepts pertinent to special education so that when given a semantic different attitude scale (rated from -3 to +3) on selected concepts important to special education, 90 per cent of the teachers will obtain at least an average of +1 on each of the selected concepts.

8. To train special education teachers and resource teachers in the utilization of media and equipment identified or developed in this project as determined by criterion referenced tests based upon the performance objectives established prior to any training session dealing with specific materials and equipment.

9. To increase the number and appropriateness of exceptional child facilities in the six county area as determined by a checklist depicting the increase in both numbers and appropriateness. The checklist will be completed by an outside consultant or representative of the Florida Department of Education.

10. For exceptional education teachers in the six county systems to become fully certified by the Florida Department of Education so that given the opportunity to participate in special college level and credit courses, inservice training components, and workshop activities made available by the NFJCSC staff, the number of fully certified teachers will increase during each year of the project.

11. To improve the skill and increase the expertise of the exceptional education teachers in the six county consortium as determined by: (a) Subjective analysis by the supervisors and administrators of each school system. (b) Self-evaluation by all involved teachers and administrators. (c) Pre and post-test scores achieved by teachers who participate in workshop activities and the obtainment of satisfactory grades in course work taken for college credit.

12. To prepare a written document of all official and informal forms that are used in the development and administration of the exceptional education program as determined by a printed and bound brochure that is composed of samples of all forms developed for the program.

13. For selected teachers of the disadvantaged to draw up specifications for an ideal resource room for their area of disability, including the desired instructional materials and equipment as determined by drawn illustrations of the room and its contents and a list of desired materials and equipment.

Activities and Evaluation:

(1) This year for the first time the districts cooperated in establishing three common inservice days which made it possible to bring the teachers of exceptional children in the seven districts served by the project together for inservice workshops designed to meet their needs. These workshops also gave the teachers an opportunity to discuss problems and share ideas. These common inservice days were initiated by the NFJCSC of which the Title VI-B Coordinator/Consultant was a staff member.

Three of the districts, Madison, Suwannee and Hamilton cooperated in obtaining funds for a regional trainable mentally retarded facility to serve fifty students. Initially, the coordinator/consultant did a feasibility study which was submitted to the Florida Department of Education. Upon verification that such a facility was feasible the coordinator/consultant met with the three superintendents individually and collectively to work out the details involved in submitting the application for funds, i.e., location of facility, transportation, etc. The district of Hamilton received funds in the amount of $135,000 to build the tri-county TMR facility. Presently, the coordinator/consultant is developing educational specifications with the help of a steering committee composed of exceptional child education personnel from each of the districts involved.

(2) In a workshop session under the direction of a consultant in educational assessment, teachers assembled a guidelines handbook entitled "Without Much Money, What Can We Learn About a Child." The material dealt with inexpensive but effective techniques for diagnosing special learning problems. The areas dealt with were: physical, perceptual, social/emotional/interest, communication, mental measurement, achievement, and general.

To evaluate the effectiveness of the booklet, at the end of the year the teachers were asked to respond to the following questions: How useful have you found the material to be in the booklet entitled, "Without Much Money, What Can We Learn about a Child?" Twenty-three of twenty-six responses were positive. One response indicated it was ineffective, one had received the material in a previous workshop and one failed to receive a copy of the booklet. In summarizing the positive responses, teachers found it of very practical use as a diagnostic tool.

In addition each teacher received a brochure prepared by the coordinator/consultant of descriptive information on tests for initial screening and for diagnosis of learning problems. In addition, information was included on tests which are usually included in a psychological evaluation and about which teachers need to be knowledgeable.

School districts are being asked to submit criteria for eligibility and plans for referral, screening, identification and placement in areas of exceptionalities where programs are nonexistent. Each county director received a guidelines handbook containing information on criteria for eligibility and screening and identification for each special education program.

(3) Two inservice workshops for teachers of exceptional children were held during the year. The component for the November 2 workshop as originally developed was evaluated by the Florida Department of Education as being well planned but too broad to complete in a one-day session. Therefore, the workshop as finally presented met the general objective of "providing the opportunity for updating instructional skills and knowledge in the area of exceptional child education" and the specific objective of "identifying activities that will develop academic skills in reading." Teachers were grouped as elementary or secondary for the workshop. A consultant in educational assessment and evaluation worked with each group on techniques for assessing the needs of students in order to individualize instruction. A second consultant in curriculum methods and materials worked with each group on methods and materials for individualizing instruction in reading.

A second workshop, "Techniques for Improving Instruction through Classroom Management," was held on February 22. This workshop was developed based on teachers expressed needs in inservice training.

Programs, lists of the participants, and the evaluations of the workshops may be obtained on request. The Title VI Coordinator/Consultant developed the components and coordinated the workshop.

(4) To help teachers of exceptional children develop skill in diagnosing the disabilities of their students, the coordinator/consultant worked individually with a number of teachers according to their needs.

(5) The accomplishment of objective five was met through objective two.

(6) To increase the identification and communication to the exceptional child education teachers of information about existing practices in the utilization of media for the training of exceptional children a variety of activities were conducted by the coordinator/consultant. In a workshop session involving teachers of exceptional children from seven counties, each teacher was asked to bring one specific thing in reading, arithmetic, arts and crafts, etc., that had been effective with her students. In another multi-county workshop session sales representatives demonstrated media that was new to most of the teachers. In addition the coordinator/consultant worked with the sales representatives to have the teaching typewriter and System 80 demonstrated in each of the counties served by the project. An article regarding the Peabody Rebus Program was written by the coordinator/consultant and printed in the Bulletin which went out to all teachers.

The coordinator/consultant encouraged the use of the Taylor County Resource-Use Outdoor Education Center for field trips for exceptional children and youth. Initailly, the coordinator/consultant met with the director to discuss procedures for visiting the Center and the use of the Center by exceptional children. The coordinator/consultant then met with exceptional child education teachers in Madison and Suwannee Counties to discuss the Center. As a result—classes of exceptional children visited the Center during the year. The teachers in counties not contacted either were unable to take their students on field trips or were not served by the Center.

The coordinator/consultant worked closely with thirteen exceptional child education teachers in evaluating, selecting, and ordering materials for their classes. In one instance this involved writing the project for the $750 which comes with a new exceptional child unit. In all the other instances the money was provided by the county. In Hamilton County, for example, the coordinator/consultant worked with the teachers in selecting $2500 in instructional materials for four exceptional child classes. This amount was about five times the amount available for instructional materials the previous year.

Through the efforts of the coordinator/consultant three teachers from Madison and Hamilton Counties were given an opportunity to attend the national C.E.C. Convention with expenses paid by the county. This was the first time exceptional child teachers had been given the opportunity to attend professional meetings in their field. This, of course, gave them an opportunity to see many different kinds of media demonstrated and to share this information with fellow teachers. In addition, the coordinator/consultant made the arrangements for teachers of exceptional children in Madison County to visit programs in another county. This gave them still another opportunity to see successful practices in the utilization of media.

One new use of the video-tape equipment was employed this year. The NFJCSC media consultant and the coordinator/consultant worked with an exceptional child teacher in making a video-tape on her program for presentation to the Parent Teacher Association.

(7) The evaluation of objective seven was not achieved. The coordinator/consultant was unable to obtain an attitudinal scale that was appropriate for evaluation and was unable to have a semantic differential attitudinal scale developed as originally planned.

(8) Since the coordinator/consultant was a staff member of the NFJCSC which also had a media consultant on its staff, the training of the exceptional child teachers in the utilization of media and equipment was conducted by the media consultant. A copy of the component is included. Workshops were held in Wakulla, Hamilton and Suwannee Counties. Nine exceptional child teachers (50%) participated in these workshops.

(9) To measure the increase in the number and appropriateness of exceptional child facilities a checklist* was used by the coordinator/consultant

* Appendix A

The exceptional child teachers were asked to evaluate their facility using the checklist. They were also asked what improvements had been made in the facility during the year. Thirty-four evaluations were completed. Of these, nineteen were being used as exceptional child facilities for the first time.

A tabulation of the responses indicated that those facilities in previous use were rated higher which would indicate an increase in appropriateness as the facility is used. Sixteen of the thirty-four evaluations indicated improvement in the facility during the year in the form of additional equipment or improvement of existing space, i.e., air conditioning, new heating system, new light fixtures. Seven of the teachers indicated they would be moving into new facilities (presently under construction) next year which also indicates an increase in both number and appropriateness of exceptional child facilities. The results of this evaluation will be used by the coordinator/consultant during the coming year in an effort to continue to improve facilities.

(10) To help exceptional teachers become fully certified, the coordinator/consultant provided activities in three areas whereby the teachers could earn points toward extension of certificate under the counties' master plan for inservice training. These activities were the previously mentioned inservice workshops, intercounty visitation, and attendance of conferences.

In addition, the coordinator/consultant determined the number of teachers not certified and the courses each teacher needed for certification. Based on these needs the coordinator/consultant requested through Madison County (where the courses were taught) two graduate courses. The courses entitled "Problems in Mental Retardation" and "Problems in the Education of Children with Mental Retardation," were taught during the winter and spring quarters at North Florida Junior College in Madison by an instructor from the Department of Habilitative Sciences at Florida State University. This was the first time a course in exceptional child education had been taught in this area. Thirty-five teachers completed the first course; six were exceptional child teachers. The second course was completed by thirteen teachers; four were exceptional child teachers.

At the beginning of the 1970-71 school year sixteen of forty-one teachers were uncertified. At the beginning of the 1971-71 school term, only eleven of these sixteen teachers were uncertified.

(11) Subjective analysis by the supervisors and administrators of each school system was not included because it was felt to be inappropriate.

A self-evaluation form* prepared by the coordinator/consultant was completed by twenty-seven of thirty teachers who participated in the inservice workshop. The items on the evaluation dealt with areas that were covered in inservice training. A tabulation of their responses indicate that in nine out of ten areas the majority of the teachers feel they have improved. About half of the teachers did not feel they were more knowledgeable about exceptional child programs in surrounding counties.

(12) Forms were obtained from each of the counties in the project. The lack of forms in almost all of the counties indicated a need for the development of forms. The second step was to send out letters to fifty-three counties stating that we were attempting to compile a brochure of forms that could be used in the development and administration of exceptional child education programs and asking that they make available for our use any forms found useful in developing and administering their program.

Following is a list of counties written.* Those with an asterisk have responded thus far.

Presently the coordinator/consultant is compiling these into a brochure that can be used as a guide by the counties in developing their own forms.

(13) Objective thirteen was not accomplished. The teachers in Hamilton County where the resource room is used were involved in a county project and were unable to work on developing specifications for an ideal resource room.

To summarize the project's accomplishments the objectives will be discussed under the following broad categories: (1) developing a cooperative instructional program, (2) developing teacher skill in diagnosing disabilities of exceptional children and youth, (3) utilization of media for the training of exceptional children, (4) developing teachers' interest and expertise in working with exceptional children, (5) increasing number and appropriateness of exceptional child facilities, (6) preparing a written document of forms used in the development and administration of special education programs, (7) developing positive teacher attitudes and (8) developing specifications for an ideal resource room.

The counties moved toward developing cooperative instructional programs this year by participating in regional inservice workshops for exceptional child teachers and by beginning the development of a tri-county trainable mentally retarded project to serve the TMR children and youth of Madison, Suwannee and Hamilton Counties. Hopefully, this will only be the beginning of a regional cooperative approach to meet the needs of all exceptional children.

Developing teacher skill in diagnosing disabilities of exceptional children and youth was approached in two ways. A guidelines handbook dealing with inexpensive but effective techniques for diagnosing special learning problems was assembled in a workshop session. The effectiveness of this handbook was evaluated through a

* Appendix B

* Appendix C

teacher questionnaire. A second guidelines handbook containing descriptive information on tests (and in some instances the test itself) for initial screening and for diagnosis of learning problems was prepared by the coordinator/consultant and distributed to each teacher of exceptional children in the seven county area.

The second approach was the training by the coordinator/consultant of exceptional child teachers in the administration of tests used in diagnosing learning problems. The teachers' skill was evaluated by the number of decisions based on teachers' testing and the number of these decisions supported by subsequent psychological evaluations.

Utilization of media for the training of exceptional children included two objectives. One objective dealt with identification and communication to exceptional teachers of successful practices in the utilization of media. This objective was accomplished through work demonstrations, visitation of other programs, and oral and written communication from the coordinator/consultant. This was evaluated by the number of communications presented to the teachers and the increase in money spent by counties for instructional media. The second objective dealt with the training of exceptional child teachers in the utilization of media and equipment. Workshops dealing with bulletin boards and poster making, transparency production, film use, video tape production, and equipment operation were held. Participants in the workshop were evaluated on the quality of materials produced and equipment operation skills. This objective was also evaluated by the number of exceptional child teachers participating in the workshops.

Developing teachers' interest and expertise in working with exceptional children was accomplished through providing teacher opportunities to participate in inservice training programs, to try new techniques and ideas, and to participate in college courses. Evaluation was accomplished through a self-evaluation by all involved teachers, evidence of participation of teachers in inservice programs, obtainment of satisfactory grades in course work taken for college credit, and the increase in the number of certified teachers.

Increasing number and appropriateness of exceptional child facilities was accomplished through discussing with county administrators where improvements in facilites could be made and working with counties in applying for state funds for exceptional child facilities. The objective was evaluated by a teacher checklist which showed an increase in both number and appropriateness of exceptional child facilities.

The objective to prepare a written document of forms used in the development and administration of special education programs is partially completed. The initial attempt to assemble forms developed in the seven-county project area revealed that very few forms were being used. The second procedure was to write for forms developed and used by other counties. These are now being assembled into a brochure that will be distributed to the directors in the seven counties to be used in developing forms for their own program.

The objective to develop positive teacher attitudes toward exceptional child education was not evaluated because of the absence of an appropriate evaluative instrument.

The objective to develop specifications for an ideal resource room was not accomplished.

APPENDIX A
EXCEPTIONAL CHILD FACILITIES EVALUATION

Please use the following key: 5 - outstanding; 4 - good; 3 - average; 2 - inadequate; 1 - poor; 0 - not applicable.

	First Year as an Exceptional Child Facility						In Use Previous Year as Exceptional Child Facility						Total					
	5	4	3	2	1	0	5	4	3	2	1	0	5	4	3	2	1	0
CLASSROOM																		
Location	2	5	7	3	1		1	8	5		1		3	13	12	3	2	
Size	1	8	4	3	3			9	5	1			1	17	9	4	3	
Arrangement		6	6	5	1	1		6	9					12	15	5	1	1
Foyer		2		1	2	12		3	3	3		4		5	3	4	2	16
Lighting		8	5	4	2			9	4	1	1	1		19	9	5	3	1
Acoustics		5	10	2	2			3	8	1	1			8	18	3	3	
Activity Area (Sink)		1	1	3	3	11	1	3	1	1	4	4	1	4	2	4	7	15
Floors	1	3	11	2	2			4	8	1	1	1	1	7	19	3	3	1
Storage Area Teacher's	2	4	4	4	3	1	1	5	3	2	2	2	3	9	7	6	5	3
Storage Area Pupil's		1	3	8	5	1			8	2	2	1		1	11	10	7	2
Teacher Work Area (Visibility from)		4	5	1	3	4	1	3	5	1		3	1	7	10	2	3	7
Water Fountains	1	2	5	1		8		6	2	1	5	1	1	8	7	2	5	9

Cont'd.

Restrooms		2	1	2	4	3	1	2	2	3	3	1	1	4	3	5	7	4
Location		3	4	4	5	2	1	4	3	3	2	1	1	7	7	7	7	3
Size		2	9	2	3	2	1	4	4	1	2		1	6	13	3	5	2
Suitable Fixtures		2	4	5	5	2	1	4	3	3	3		1	6	7	8	8	2
Attractive		2	5	4	5	3		3	4	4	2			5	9	8	7	3
Minimum Maintenance	1	4	7	2	2	1		3	5	2	3		1	7	12	4	5	1
Temperature Control		2	9	4	3	1	2	2	2	3	2	3	2	4	11	7	5	4
PHYSICAL ACTIVITIES AREA		3	8	2	2	2	3	2	6	2	1		3	5	14	4	3	2
Total	8	69	108	62	56	54	13	83	90	35	35	22	21	154	198	97	91	76

APPENDIX B
EXCEPTIONAL CHILD TEACHER SELF-EVALUATION

Instructions: Please react to the following statements using the identified code:
SA=strongly agree, A=agree, NAD=neither agree nor disagree,
D=disagree, SD=strongly disagree. Place an X in the square.

	SA	A	NAD	D	SD	TOTAL
1. My understanding of the characteristics of mentally retarded children has increased this year.	12	14	1			27
2. I am more competent in providing individual and group instruction.	10	17				27
3. My knowledge and skill in classroom organization and management have increased.	10	14	3			27
4. I am able to make formal and informal assessments of the child's ability and achievement.	5	21	1			27
5. I can select, administer, and interpret at least one appropriate group and/or individual test.	10	14	3			27
6. I have learned new uses of media this year.	13	13		1		27
7. I have used new materials and methods effectively with my class this year.	9	16		1	1	27
8. I can make formal and informal judgment of the difficulty of reading materials.	7	14	5		1	27
9. My knowledge of sources of materials and equipment has increased.	9	18				27
10. My knowledge of the exceptional child programs in surrounding counties had increased.	3	11	13	3		27

APPENDIX C

COUNTIES CONTACTED REGARDING FORMS USED IN THE DEVELOPMENT AND ADMINISTRATION OF SPECIAL EDUCATION PROGRAMS

Alachua County*
Baker
Bay
Bradford*
Brevard
Broward
Charlotte
Citrus
Clay
Collier*
Gilchrist
Glades
Gulf
Hardee
Hernando
Highlands*
Hillsborough
Indian River*
Jackson
Lake
Okeechobee*
Orange
Osceola
Palm Beach*
Pasco
Pinellas
Polk
Putnam*
St. Johns
St. Lucie

Columbia*	Lee*	Santa Rosa
Dade*	Liberty	Sarasota
DeSoto*	Manatee	Seminole
Duval	Marion*	Sumter*
Escambia	Martin	Union*
Flagler	Monroe	Volusia
Franklin	Nassau	Washington
Gadsden	Okaloosa	

*Counties that have responded thus far

JACKSON/CALHOUN/LIBERTY COUNTIES

Jackson County Schools
Drawer "S"
Marianna, Florida 32446

Mr. Robert E. Childs, Superintendent
Mrs. Joan Gesslein, Project Director

TITLE: Hope School Project for Trainable Retarded and Multiply Handicapped Children and Youth in Jackson, Calhoun and Liberty Counties

Number of Children	Handicap	Period	Amount Awarded
50	Trainable Mentally Retarded	9-1-70 8-31-71	$23,440.00

Evaluation

A. *Title of the Project and Brief Description of the Objectives*

The Title VI Project is entitled "Hope School Project for Trainable Retarded and Multiply Handicapped Children and Youth in Jackson, Calhoun, and Liberty Counties." The basic project objectives were to provide an instructional program and related services for moderately and severely retarded and multiply handicapped children from these three rural counties in northwest Florida. Specific objectives were: (1) to expand the program through addition of staff and transportation services to include children from Liberty County; (2) to initiate a parent education and information program and provide correlated staff training in behavior management techniques; (3) to develop an instructional program and improve teaching strategies for the multiply handicapped children enrolled; and (4) to provide school lunch services which meet minimum State and County health standards. The majority of the students in the project are from economically disadvantaged rural areas.

B. *Techniques and/or Services Employed in the Project*

1. Expansion to include children from Liberty County was accomplished by addition of staff and services, and admission of children from Liberty County. Candidates from Liberty County were evaluated by the Leon County Mental Health Clinic according to the usual policies and procedures. Final selection for admission was determined by the Placement Committee composed of the Director of Special Services, Jackson County; the Coordinator of Special Programs and Projects, Liberty County; and the Homebound Teacher, Jackson County, who also serves as School Social Worker, making home visits to families with handicapped children.

2. The initiation of a parent education and information program, with correleated staff training in behavior management techniques was accomplished through a concerted effort on the part of all Hope School personnel and the continuing efforts of two consultants. Charles H. Gesslein, Assistant Superintendent and Director of Professional Programs and Services, Sunland Training Center, Marianna, Florida, developed a Guide for Teachers which was utilized in a number of Teacher-Parent meetings and provided for a distinct and notable increase in the amount of *two-way* communication. At the same time, Dr. John McFarland, Chief Psychologist, Sunland Training Center, held a number of training sessions with teacher and teacher aide personnel which were devoted to behavioral analysis of the students, programming for behavioral change, and establishment of specific behavioral goals for each student. Special emphasis was given to behavioral objectives for the multiply handicapped students. These goals, and the recommended techniques for accomplishment were incorporated into the teacher-parent discussions, and additional continuity of school-home programming was made possible.

Development of the instructional program and improvement of teaching strategies for the multiply handicapped children was accomplished through (a) training sessions in behavior modification techniques held by Dr. McFarland, with teacher participation, to focus on specific techniques geared to the management of particular children; (b) use of evaluation visits by Dr. Andrew Oseroff, Mr. Paul Stephens, and Mrs. Virginia Eaton; and (c) incorporation of recommendations by teachers, consultants, evaluators, and *parents* during the

teacher-parent conferences. The provision of school lunch services was accomplished through utilization of adequate serving and heating equipment, with provision of a nutritionally balanced Type A hot lunch. Additionally, lunch periods were utilized in a planned and structured program of reinforcement to enhance proper eating habits and improve the table manners and observation of the social amenities by students and staff.

3. Fifty-one children attended the day sessions from 8:30 a.m. to 2:00 p.m. Monday through Friday during the regular school year. In December, 1970, the operation was moved to the new Hope School facility, which enabled the staff to utilize a learning environment well suited to the needs of the mentally retarded and multiply handicapped.

C. *Number and Types of Children in Project*

Children in the trainable retarded range from the three-county area were involved in the project. Criteria for admission to the program were as follows:
Chronological age: 6-21 years
Intelligence: I.Q. 30-55 (AAMD Levels -3 and -4)
(Additional specialized testing service was performed by the consulting psychologist for some children with sensory handicaps.)
Amubulatory
Able to communicate needs by word or gesture
Largely toilet trained

A total of fifty-one children received direct services under the Title VI program during the school year 1970-71. Nine of the children enrolled had additional handicaps: Deafness (3), Legal Blindness (3), Orthopedic handicap (2), and Severe behavior disorder (1).

D. *Measurement of the Impact of Instructional Services*

As indicated in the project application provision was made for both objective and subjective evaluation of the project. The impact of instructional services was evaluated primarily by three on-site evaluation visits by: Dr. Andrew Oseroff, Assistant Professor, Inter-related Areas, Florida State University, 210 Woodward Avenue, Tallahassee, Florida, on February 18, 1971; Mr. Paul B. Stephens, Director, Special Education, 4960 Seventy-eighth Avenue, North, Pinellas Park, Florida, on March 11, 1971; and Mrs. Virginia Eaton, Consultant, Exceptional Child Education, Department of Education, Room 319, Knott Building, Tallahassee, Florida, on March 19, 1971. Copies of these evaluations have been furnished to Superintendent Robert E. Childs, Jackson County School Board, Marianna, Florida, and to Dr. Landis E. Stetler, Exceptional Child Section, Florida Department of Education.

Objective measurement was provided by comparison of TMR Performance Profile scores on a pre and post project year basis. The TMR scores from the previous year served as a baseline index and were utilized in focusing the curriculum toward specific deficit areas. The TMR scores secured at the end of this year then provided a criterion for evaluation of gain, if any.

Involved statistical procedures were not performed, since the nature of the data compiled renders such procedures inappropriate. It would be impossible to attribute any change, statistically significant or not, to a single factor such as instructional method. In the primary group, it seems reasonable to assume that part of the typically large gains should be attributed to developmental maturation. This is particularly true of such TMR measurement scale, changes in the criteria employed by observing raters, or other factors.

Tables show comparisons where appropriate, and single scores for those children served only year. Tables are attached to this project.

E. *Impact of Services by Related Professional Personnel*

Primary impact on the program was provided through the development of a pamphlet, *TEACHER-PARENT CONFERENCES FOR SEVERELY AND MODERATELY MENTALLY RETARDED CHILDREN AND YOUTH: A GUIDE FOR TEACHERS* by Mr. Charles H. Gesslein. This pamphlet was used in a series of teacher training sessions, which were conducted by Mr. Gesslein. (Copies may be requested.)

Evaluation of the teacher-parent conferences could be evaluated only by subjective means. Teacher reports indicated that teacher-parent communication was facilitated, and that improvement was made in getting across such information as teacher-student expectancies and parent-teacher expectancies. Definite progress was made in reaching agreement between teachers and parents relative to specific objectives for individual children.

The Jackson County Department of Public Health provided the physical examinations given to each child enrolled in the program.

F. *Number of Parents and Staff Participating in the Project*

Staff for Regular School Year:
1 Teacher (Title VI funded)

3 Teachers (EXCE units)
5 Teacher Aides (Title VI)
(1 parent-driver from Liberty County was employed part-time to transport the Liberty County student to Blountstown to make bus connections.)

There was no direct participation of volunteers in the activities of the project. Approximately 80 parents participated in the teacher-parent conferences, and some extension of programming to include home activities was possible as a result. Parents were encouraged to visit classes during the school year. Explanatory letters, forms and weekly bulletins were sent out to the parents to supplement the teacher-parent conferences.

G. *Impact of Staff Improvement Activities*

An inservice training program in behavioral management was conducted under the supervision of Dr. John McFarland of Sunland Training Center. Dr. McFarland is well-experienced in the field of behavioral management with the mentally retarded. All Hope School personnel were involved in these meetings. Evaluation was both subjective, in terms of teacher reports, and objective, in terms of behavioral records of students following behavioral analysis and programming. Since the staff members were already familiar with basic operant conditioning terminolgy and procedures, a minimum of formal lecture was presented, with emphasis being on workshop sessions devoted to identification of particular behavioral management problems and their possible solution. A concerted effort was made to provide adaptive programming for the multiply handicapped students. The inservice program served also to provide staff personnel with a consistent rationale for examination of their own behavioral effectiveness.

Dissemination

A. *Steps Taken to Disseminate Information*

The Teacher-Parent Report Conference Guide developed by Mr. Charles H. Gesslein under this project is being printed for general distribution and dissemination of information.

B. This Title VI Project was the result of joint cooperative planning between Jackson, Calhoun, and Liberty Counties, to provide instructional services to the trainable retarded and multiply handicapped children in Liberty County who had heretofore not been able to participate in existing and available public school programs. Although the Jackson County School Board is the administrative and fiscal agent for the project, members of the administrative staffs of Calhoun and Liberty Counties participated in all phases of the planning.

RAW SCORES PRE-POST TEST

PRIMARY GROUP

(N = 7)

NO.	SOC. BEH.	SELF-CARE	COMM.	BASIC KNOW.	PRACT. SKILL	BODY USE	TOTAL
1.	33-55	18-36	24-51	7-16	7-21	25-44	114-223
2.	128-135	96-106	105-118	66-85	47-70	103-103	545-617
3.	34-75	38-55	40-53	13-27	10-19	18-40	153-269
4.	77-99	45-69	20-28	06-17	15-30	57-70	220-313
5.	72-83	44-52	33-40	12-20	15-25	32-34	208-254
6.	54-68	62-70	56-78	20-48	12-31	63-93	267-388
7.	83-93	84-93	46-65	33-47	34-51	81-89	361-438
	481-608	387-481	324-433	157-260	140-247	379-473	1868-2502
X	68.7-86.8	55.3-68.7	46.3-61.8	22.4-37.1	20-35.3	54.1-67.6	266.8-357.4

INTERMEDIATE I GROUP

(N = 12)

NO.	SOC. BEH.	SELF-CARE	COMM.	BASIC KNOW.	PRACT. SKILL	BODY USE	TOTAL
8.	109-129	82-96	95-106	66-81	42-65	103-117	497-594
9.	121-123	81-89	119-126	72-81	25-43	68-70	486-532
10.	81-99	101-111	98-107	57-72	53-59	104-101	494-549
11.	112-120	118-123	127-137	118-118	100-91	120-111	695-700
12.	134-143	101-118	112-123	90-97	62-82	116-119	615-682

Cont'd.

13.	110-125	110-119	108-117	68-90	67-102	122-130	585-683
*14.	64	87	66	39	47	74	-377
*15.	114	117	120	87	85	112	-635
*16.	91	100	104	105	94	127	-621
17.	123-134	115-129	125-134	105-85	83-90	122-112	673-684
18.	118-134	105-121	123-138	96-100	76-80	105-107	623-680
19.	115-128	105-117	38-43	77-81	92-110	104-120	531-599
	1023-1135	918-1023	945-1031	749-805	600-722	964-987	5199-5703
X	113.7-126.1	102.0-113.7	105.0-114.5	83.2-89.4	66.7-80.2	107.1-109.7	577.7-633.7

* (S's No. 14, 15, 16 scores represent post-testing. All statistics calculated only on S's with pre and post tests.)

RAW SCORES PRE-POST TEST

INTERMEDIATE II GROUP

(N = 13)

NO.	SOC. BEH.	SELF-CARE	COMM.	BASIC KNOW.	PRACT. SKILL	BODY USE	TOTAL
*20.	107	116	121	119	100	118	-681
21.	93-115	105-116	115-117	98-117	95-108	124-123	630-696
22.	90-91	90-99	106-125	105-125	80-95	103-122	574-657
23.	104-113	97-108	110-123	90-116	61-83	99-103	561-646
24.	114-127	101-126	126-133	112-135	67-93	59-70	579-684
*25.	43	86	49	39	77	102	-396
26.	109-120	90-99	116-126	110-121	81-92	76-95	582-653
27.	142-153	150-138	144-149	135-149	135-138	852-877	146-153
28.	144-143	140-141	140-130	128-131	116-122	140-120	808-787
29.	132-132	100-114	132-144	142-150	70-91	62-94	638-725
30.	93-129	99-113	118-143	109-127	82-113	76-89	577-714
31.	114-106	115-112	111-112	82-79	78-75	116-108	616-592
32.	127-143	123-140	128-135	104-94	111-98	145-145	738-755
	1262-1369	1206-1321	1352-1426	1224-1344	976-1119	1135-1207	7155-7786
X	114.7-124.4	109.6-120.1	122.9-129.6	111.3-122.2	88.7-101.7	103.2-109.7	650.4-707.8

* (S's No. 20 and 25
Scores represent post-testing. All statistics calculated only on S's with pre and post tests.)

* (S's No. 20 and 25 – Scores represent post-testing. All statistics calculated only on S's with pre and post tests.)

RAW SCORES PRE-POST TEST

SENIOR GROUP

(N = 13)

NO.	SOC. BEH.	SELF-CARE	COMM.	BASIC KNOW.	PRACT. SKILL	BODY USE	TOTAL
33.	145-139	148-140	117-99	125-126	121-134	156-155	812-793
*34.	137	139	112	133	130	134	785
35.	111-132	143-140	120-128	112-126	126-133	134-139	746-798
36.	129-138	102-123	117-118	102-121	55-82	62-70	567-652
37.	86-81	119-127	12-46	32-64	105-112	108-98	462-528
38.	116-119	109-114	120-109	111-123	92-87	89-94	637-646
39.	58-109	98-120	80-110	107-111	72-82	94-117	509-649
40.	69-79	101-125	10-39	20-27	77-107	78-104	355-481
*41.	104	88	60	60	86	98	496
42.	144-117	142-140	143-142	111-126	141-144	127-126	808-795
43.	125-114	139-138	143-139	140-144	119-124	139-141	806-800
44.	135-136	141-140	141-145	129-145	125-137	143-145	814-848
45.	106-138	121-130	112-129	87-116	108-125	104-140	638-778
	1225-1302	1363-1437	1115-1204	1076-1229	1141-1267	1234-1329	7154-7768
	111.4-118.4	123.9-130.6	101.4-109.4	97.8-111.7	103.7-115.2	112.2-120.8	650.4-706.2

* (S's No. 41 & 34 – Scores represent post-testing. All statistics calculated only on S's with pre and post tests.)

LEON COUNTY

Leon County School District
P. O. Box 246
Tallahassee, Florida 32302

Mr. F. W. Ashmore, Superintendent
Mr. C. L. Moon, Project Director

TITLE: Multi-County Program for Hearing Impaired Children, Deaf and Hard of Hearing

Number of Children	Handicap	Period	Amount Awarded
50	Hard of Hearing and Deaf	8-24-70 6-30-71	$84,000.00

The project provided a program for hearing impaired children by supplementing the existing exceptional child program through the establishment of a cooperative Multi-County Program for hearing impaired children with Leon County serving as the host county.

Of the existing service available to the project, the following services were utilized during the 1970-71 academic year:

A. Audiological at F.S.U.
B. Psychological services at F.S.U.
C. Florida Bureau of Crippled Children.
D. Florida Bureau of Blind Services.
E. Leon County Health Department through school nurse.
F. W. T. Moore Media Center and the Leon County Schools Media Center.
G. Vocational Rehabilitation Center and Regional Rehabilitation Center.
H. Parent Organization.
I. Community Services—Delta Zeta Sorority provided Easter Baskets, tickets and supervision at F.S.U. Circus.

Project Objectives

Objective A—To provide an educational program for hearing impaired children living within a sixty mile radius of Tallahassee, Florida.

46 children were enrolled in the program during the 1970-71 year as follows:

Gadsden County —	5	Madison County —	8
Jefferson County —	1	Taylor County —	4
Leon County —	24	Wakulla County —	2
Liberty County —	2		

Objective B—To provide transportation for these children to the special education program for deaf and hard of hearing children.

Transportation was provided by 4 station wagons.

County, number of children, and when they started:

County Total	Total	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Gadsden	5	X		4				1			
Jefferson	1		1								
Leon	17	13			1		2	1			
Liberty	2	2									
Madison	7	6	1								
Taylor	5	1		3			1				
Wakulla	2					2					
Total	39										

7 Leon County children provide their own transportation.

46 Total children participating in program.

Objective C—To provide additional qualified personnel for the education of these children.

I. Total Personnel

A. Title VI-A support

1. One coordinating teacher
2. One classroom teacher
3. Three teacher aides who also serve as bus drivers.
4. One bus driver
5. One secretary

B. Leon County support

1. Four teaching units divided as follows:
   a. three full-time teachers
   b. two half-time teachers

Qualifications of Academic Personnel

A. Coordinating teacher

Certified by Florida State Department of Education in Hearing Disabilities. Six years teaching experience.

B. Classroom teachers

1. Four teachers are certified by Florida State Department of Education in Hearing Disabilities.
2. One teacher is certified in Early Childhood Education. This teacher had 6 years experience working with preschool age children, hearing impaired, and the education of their parents.
3. One teacher is working toward certification in Hearing Disabilities and lacks only 6 quarter hours for completion of the requirements.

C. Academic degrees of teaching personnel.
Four of the six teachers have earned Master's degrees.

Qualifications of Staff Personnel

A. Teacher aide-bus driver (3)
All teacher aide-bus drivers are high school graduates. One is also a licensed practical nurse.

B. Bus driver (1)
High School graduate and is also attending Tallahassee Community College as a full-time student.

C. Secretary (1)
High School graduate with one and one-half years secretarial experience.

Objective D—To provide educational media for the instruction of these children.

I. The following chart shows the equipment and materials purchased with ESEA Title VI funds and Leon County funds as well as the month in which these were made available for classroom use:

No.	Item	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
4	**Station wagons**			4T							
1	Dry Mount Press						1T				
1	Slide projector		1T								
1	Filmstrip projector		1T								
2	Record players		2T								
4	Overhead screens	4L									
1	Electric typewriter			1T							
1	Duplicator			1T							
1	Thermofax copier			1T							
4	Polaroid cameras	2L		2T							
1	Instamatic camera			1T							
1	Secretary desk			1T							
1	Secretary chair			1T							
7	4-drawer File Cabinets	4L				3T					
1	Large paper cutter					1T					
10	Biaural receivers					10T					
22	Monaural receivers					22T					
2	Monaural Chargers					2T					
1	Binaural charger					1T					
5	Teacher transmitters					5T					

Cont'd.

2	Single chargers					2T					
2	Teacher chargers					2T					
20	Visual barriers					10T					
	Classroom supples	XT									
	Inst. materials		XT								
	Telephone service			XT							
6	Cassette recorders	1L		5T							
3	Swedish variplay sets	3L									
3	Storage cabinets	3L									
4	Viewlex projectors	4L									
3	Visual perception kits	3L									
3	Overhead projectors	3L									
4	Wallensak recorders	4L									
2	Peabody language kits Level P	2L									
1	Peabody language kit Level I, Pri.	1L									
1	SRA reading lab	1L									
4	Language masters	4L									
1	Round table	1L									
2	Trap tables	2L									
7	18" chairs	7L									
2	Viewlex previewer Jr.	2L									
2	Peg-flannel board	2L									
6	Chalkboard/tackboard screens	6L									
2	Jumbo counting frames	2L									
3	Chart stands	3L									
1	Balance beam	1L									
1	Balance board	1L									
2	Child's rockers	1L									
1	Child sink	1L									
1	Child stove	1L									

L – Leon County
T – Title VI

Objective E—To provide a sequential curriculum in receptive and expressive language.

During the first semester of the 1970-71 academic year, the coordinating teacher and the faculty prepared behavioral objectives with terminal goals in each of the following learning areas: speech, language, aduitory training, and speechreading. The objectives are sequentially ordered according to normative data using the *Expressive Connected Language, Concepts and Specific Achievements for Children Who Have Impaired Hearing* by L. Quill and Grace A. Glenz and the *R-E-P Language Scale* by Michael J. d'Asaro and Vera P. John. Individual data sheets indicate the child's achievement in each learning area (objectives and data recording forms are attached). Since the objectives have been sequentially ordered, each child will be able to achieve at his level of auditory, visual and intellectual capacity.

The data from speech, speechreading and auditory training was analyzed at the end of the academic year according to percentage of objectives attained by each child; and, the rate at which each child attained the objectives. This information regarding the attainment or failure to attain specific learning activities will be the key to future planning. For example: Failure to attain objectives may indicate a need for changes in instructional procedures.

The sequential language curriculum is being developed but will not be evaluated until the 1971-72 project year.

Objective F—To instruct parents of hearing impaired children in ways of assisting in the development of, and, the reinforcement of skills of communication.

Monthly meetings have been held at the school for all parents. The monthly meetings were held and the main topics discussed are listed below:

A. September
   1. Open house
   2. Introduction of faculty and staff

B. October
   1. Proper care and use of hearing aids
   2. Dramatization of "Hansel and Gretel" by the children.
C. November
   1. How we hear
   2. Thanksgiving play by the children
D. December
   1. Christmas program and refreshments prepared by the children. Each child participated in the program thereby demonstrating communication skills.
E. January
   1. Need of identification bracelets for each child and orders placed for these bracelets.
F. May
   1. Parent group elected officers and discussed plans for summer and fall.

Objective G—To provide in-service training of teachers.

August—Program planned but funds not available until September 1.

October—Program planned but County changed.

February—Original County Plans provided time (Teacher Planning Days—2) on February 4 and 5. However, one day was given to Inauguration Day. Second day, February 5, was devoted to Regional Educational Media Workshop for the Deaf.

Objective H—To provide fees for two consultants to assist in evaluation of the project and to purchase language testing materials to be used in the pre and post testing of the children's language development.

Dr. Bob Brown, Computer Assisted Instruction, Florida State University, is acting as consultant for developing evaluation techniques and data record forms. Mrs. Gladys H. Crawford, Coordinator, Program for the Preparation of Teachers of the Deaf, Florida State University, is assisting in the evaluation of the content of the curriculum objectives.

Language testing materials were purchased to be used in pre and post testing with the implementation of the proposed language objectives which will be evaluated in 1971-72.

Designation of Pupils to whom the Objective is Applicable.

A. The criteria for selection of children stated in the original project was adhered to.
B. Total enrollment of program for 1970-71 was 46.

Description of Activities

Physical Facilities—

The elementary program is located in one learning center in W. T. Moore Elementary School. The center is divided into seven classrooms of approximately 800 square feet. The middle school program is located in a regular classroom in the Elizabeth Cobb Middle School.

Criteria for Evaluation

A. 1970–71

Behavioral objectives for speech, speechreading and auditory training were written by the Coordinator, members of the faculty, and the consultants to the program during the first semester of the 1970-71 school year. Revisions were made during February and March. Data collection did not start until late March. Therefore, the final evaluation is not representative of each child's achievement since it does not provide for the learning that took place prior to the data collection. A sample of the statistics for one class is included in Appendix A.

Through the implementation of the stated objectives, it was determined that a need for revision was indicated. However, the information obtained on each individual student was helpful in planning class placement for the 1971-72 school year.

B. 1971-72 Plans

The revised behavioral objectives for speech, speechreading, and auditory training will be implemented. In order to collect more accurate and useful information, the following procedures will be used:

1. Entering behaviors will be recorded by each teacher during the first two weeks of school.
2. On the basis of this information, six week and yearly goals in each area for each child will be prescribed. Therefore, written evaluation by the teacher will be made every 6 weeks.
3. Data will be collected one day each week by trained observers and/or by video tape recordings. Data collection sheets will be provided so that objective and accurate information can be recorded. This information will be calculated to determine whether or not the criterion of 75% correct response is being met.
4. The above data will be recorded on master sheets to be used in the final project evaluation.
5. The consultants will review the data collection and make recommendations at the end of each six week period, as well as at the end of the school year.

Speech

The behavioral objectives in this area are divided into three stages:

I. Preparation

II. Production

III. Use

The charts below show the objectives achieved in stages I and III. A chart for stage II is not provided because the analytical information is designed for the teacher's use in planning his speech program.

SPEECH **S. Fowler**

Class _____

	Stage I – Production						Stage III – Use							
Objective No.	1	2	3	4	5		1	2						
Student No. 1	x	x	x	x	x		27	27						
Student No. 2	x	x	x	x			12	12						
Student No. 3	x	x	x	x			16	16						
Student No. 4	x	x	x	x	x		28	27						
Student No. 5	x	x	x	x			19	17						
Student No. 6	x	x	x	x			15	14						

Gross Sounds **S. Fowler**

Class _____

The numberator indicates the number of sounds on which the child has met the criterion of the objective. The denominator indicates the number of sounds presented for learning, i.e., drum, bell, horn.

Objective No.	1	2	3	4	5	6	7	12			
Student No. 1	12/12	12/12	11/12	11/12	11/12	11/12	11/12	10/12			
Student No. 2	2/12	2/12	1/12	not attempted – – – – – – –							
Student No. 3	3/12	3/12	3/12	3/12	3/12	3/12	3/12	3/12			
Student No. 4	10/12	10/12	6/12	3/12	3/12	3/12	0/12	3/12			
Student No. 5	6/12	5/12	4/12	4/12	4/12	4/12	4/12	4/12			
Student No. 6	1/12	1/12	1/12	1/12	1/12	1/12	0	0			

Gross Discrimination **S. Fowler**

Class _____

The numerator indicates the number of sounds on which the child has met the criterion of the objective. The denominator indicates the number of sounds presented for learning, i.e., drum, bell, horn.

Objective No.	5											
Student No. 1	4/5											
Student No. 2	0/5											
Student No. 3	2/5											
Student No. 4	3/5											
Student No. 5	2/5											
Student No. 6	0/5											

Class _____

The numerator indicates the number of sounds on which the child has met the criterion of the objective. The denominator indicates the number of sounds presented for learning, i.e., drum, bell, horn.

Objective No.	6											
Student No. 1	6/6											
Student No. 2	0/6											
Student No. 3	2/6											
Student No. 4	4/6											
Student No. 5	2/6											
Student No. 6	0/6											

Music

S, Fowler

Class _____

The numerator indicates the number of sounds on which the child has me' *he criterion of the objectives. The denominator indicates the number of sounds presented for learning, i.e., dru: ell, horn.

Objective No.	2	3	7	9	10
Student No. 1	8/8	8/8	5/8	3/8	0/8
Student No. 2	3/8	1/8	0/8	0/8	0/8
Student No. 3	3/8	3/8	1/8	1/8	1/8
Student No. 4	7/8	7/8	7/8	0/8	0/8
Student No. 5	3/8	3/8	0/8	3/8	1/8
Student No. 6	5/8	5/8	2/8	0/8	0/8

Class _____

The numerator indicates the number of sounds on which the child has met the criterion of the objective. The denominator indicates the number of sounds presented for learning, i.e., drum, bell, horn.

Objective No.	5	6	7	12						
Student No. 1	9/9	9/9	9/9	7/9						
Student No. 2	0/6	0/6	0/6	0/6						
Student No. 3	3/8	3/8	0	3/8						
Student No. 4	2/8	2/8	2/8	2/8						
Student No. 5	3/7	1/7	3/7	3/7						
Student No. 6	0/4	0/4	0/4	0/4						

Animal Noises

S. Fowler

Class _____

The numerator indicates the number of sounds on which the child has met the criterion of the objective. The denominator indicates the number of sounds presented for learning, i.e., drum, bell, horn.

Objective No.	5	6	7	12						
Student No. 1	10/10	10/10	10/10	10/10						
Student No. 2	2/9	0/9	0/9	0/9						
Student No. 3	4/10	4/10	0/10	4/10						
Student No. 4	6/10	6/10	0/10	6/10						
Student No. 5	7/9	4/9	0/9	7/9						
Student No. 6	5/9	2/9	0/9	2/9						

Sounds People Make **S. Fowler**

Class _____

The numerator indicates the number of sounds on which the child has met the criterion of the objective. The denominator indicates the number of sounds presented for learning, i.e., drum, bell, horn.

Objective No.	5	6	7	12						
Student No. 1	5/5	5/5	0/5	5/5						
Student No. 2	5/5	0/5	5/5	5/5						
Student No. 3	4/5	4/5	0/5	4/5						
Student No. 4	5/5	5/5	5/5	5/5						
Student No. 5	5/5	5/5	0/5	3/5						
Student No. 6	3/5	1/5	1/5	1/5						

LEVY/DIXIE COUNTIES

Levy County Schools
P. O. Box 128
Bronson, Florida 32621

Mr. Lee Martin, Superintendent
Mrs. Jo Ellen Kellermann, Project Director

TITLE: Multi-County Exceptional Child Program

Number of Children	Handicap	Period	Amount Awarded
338	Varying Disabilities	9-1-70 8-31-71	$24.950.00

The Levy-Dixie Multi-County Exceptional Child Program was initiated three and one-half years ago to: (1) survey the school population for the purpose of identifying exceptional children; (2) design a special education program for sequential adoption; (3) implement the special education plan through curriculum development, staffing, and material accumulation; (4) evaluate the effectiveness of the program as a bi-county operation with respect to problematic solutions peculiar to rural systems.

The setting for the program is two rural, agricultural counties with a total of five junior-senior high schools, one primary school, five elementary (K-6) school situations, one middle school and one elementary/junior-high (1-8) school. Each of the seven major towns has populations of 2,500 or less. Total population of the two counties was 17,800 in the 1967 census. Pupil population is approximately 3,300 for Levy County and 1,500 for Dixie County for a total pupil population of about 4,800 pupils. Both school systems qualify for financial aid for educationally disadvantaged children through ESEA, Title I.

In March, 1968, Levy County received a six month Title VI Planning Grant to survey exceptional child needs in Levy and Dixie Counties, as well as to write guidelines for an initial exceptional child program. Prior to 1968 only one exceptional child unit, situated at Cross City, existed in either county.

Title VI funding was initially for program coordination, a learning disabilities component, and a speech therapy component. The speech therapy component was eliminated following the second year of program operation due to non-availablity of qualified speech therapists. State exceptional child funds and local EIE money were used to finance special classes for the educable mentally handicapped.

Consultants from the University of Florida and the Department of Education were involved in the selection of program components and time scheduling of sequential program development.

Because of the multi-faceted nature of the coordination component, specific task objectives were established. What is being described in the evaluation report are the system inputs attributable to coordination. Pupil evaluation feedback for program formulation in the areas of speech therapy and education of EMH pupils was also undertaken, but time availability does not permit precise analysis of the data at this time. Records will be kept for possible future studies.

A study dealing with a kindergarten language development program was conducted in two schools as a pilot project of the speech therapy component. Pre and post tests results of administration of the Peabody Picture Vocabulary Test were compared.

The program component for the educable mentally handicapped field tested the Social Learning Curriculum for the Research and Development Center in Mental Retardation of Yeshiva University. Analysis was made of pre and post assessments used for each of three phases taught continuously throughout the year, but no statistical treatment was attempted. Pre and post testing in the EMH program was also undertaken with the Wide Range Achievement Test, Frostig and Peabody Picture Vocabulary Test.

INTRODUCTION TO THE EVALUATION REPORT

The evaluation discussion and analysis for this Title VI project will be a modification of the suggested U. S. Office of Education format in order to present a structure appropriate for clearly reporting the project. It is undertaken in this fashion because the funding underwrote both a Coordination Component, which indirectly effected the entire special education program of both counties, and a Learning Disabilities Component, which will be treated by a separate evaluative sequence and analysis.

Part I will deal with the evaluation of the Coordination Component, while Part II describes in detail the evaluation of the Specific Learning Disabilities Compoent.

Consultation services for the design and implementation of evaluative procedures for the Levy-Dixie Special Education Project were supported through special Title VI-B funding. Consultants on evaluation were:

Dr. Philip Mann, Chairman, Department of Special Education, University of Miami
Dr. John Wallace, Assistant Professor of Management (Quantitative Methods), University of Florida
Dr. Bobby R. Brown, Assistant Professor and Research Associate, Florida State University

I. Coordination Component Evaluation Report

A. *Personnel staffing plan*. (See chart on the next page.)

B. *Pupils designated for application of program objective criteria in 1970-71 were:*

(1) One hundred twenty-one educable mentally handicapped pupils with I.Q.'s of 55-70 (five point tolerance allowed at each end) as determined by a qualified examiner.

(2) One hundred thirty-six speech therapy cases evaluated by a qualified speech therapist.

(3) Twenty-four specific learning disabilities cases. (Criteria detailed in subsequent portions of the report.)

PROJECT STAFFING PLAN

The staffing plan for the project is shown in the table below:

*Staff Position Unit Allocation

SOURCE OF FUNDING	Title VI		State MFP		EIE (Local Budget)	
ACADEMIC YEAR	1970-71		1970-71		1970-71	
COUNTIES	Levy	Dixie	Levy	Dixie	Levy	Dixie
*Project Coordinator	.80	.20				
*Specific Learning Disabilities Teacher	.60	.40			2.0	
*Speech Therapist			1.6			
*Teacher of the Educable Mentally Handicapped			5.0	2.0		

ANALYSIS OF CLOSURE ON MAJOR COORDINATION OBJECTIVES

Major coordination objectives were written relative to program planning for pupils and administrative tasks rather than direct pupil behavior change. Evaluative criteria was structured for each major objective. Major coordination objectives were:

(1) Pupils will be appropriately placed and/or dismissed in relation to all components of the special program.

(2) Inservice learning experiences will be planned in relation to the total inservice training plans for the counties.

(3) Curriculum content will be cooperatively planned with special education personnel and written in behavioral terms.

(4) Structure will be provided for implementation of diagnostic assessment, program placement, and other evaluative data.

(5) The identification and screening process will be continuous in the schools of the area.

(6) The public will be informed of available services of the special education project in the area.

(7) Appropriate instructional and diagnostic materials will be available for pupils in the program.

(8) Accounting of pupils participating in the program will at all times be current and available for administrative use.

(9) Pupil problems will be related to appropriate interventions which may be employed by the teacher or therapist.

(10) Coordination time will be used to best advantage in line with overall program goals.

(11) The specific learning disabilities mobile facility will be efficiently and effectively utilized.

(12) Local, state, and federal funding sources will be tapped effectively.

(13) A comprehensive plan will be structured with long-range goals considered.

(14) The public will be informed of the special education program and its growth needs.

(15) A relevant curriculum will be implemented in the EMH classes.

(16) The overall special education program and the Title VI components will be evaluated as to effectiveness in promoting pupil behavior change, impact on the community, and multiplier effect in the school system.

ESTIMATED PERCENTAGE OF CLOSURE ON EVALUATION CRITERIA CHART

	Estimated Percentage of Closure on Evaluation Criteria Activities										
	0	10	20	30	40	50	60	70	80	90	100
*1. (a) Data file maintained in principal's office.											X
1. (b) Staffing flow chart maintained.											X
1. (c) Staffing flow chart made available to appropriate persons.											X
2. (a) Calendar of inservice training opportunities maintained.											X
2. (b) Inservice training evaluation reports filed.											X
3. (a) Curriculum component guidelines written.	X										
3. (b) Curriculim component guidelines disseminated.	X										
4. (a) Appropriate forms generated or up-dated.											X
4. (b) Sample copies sent to area state department consultant and Title VI consultant.	X										
5. Pupil screening occurred.								X			
6. News releases developed.			X								
7. Teachers rated classroom materials in use.											X
8. (a) Current list of pupils in program maintained.											X
8. (b) Current list of pupils in program disseminated to appropriate people.	X										
9. Conferences held with teachers and speech therapists to discuss cases.											X
10. (a) Daily coordination activities reported.		X									
10. (b) Daily coordination activities reported and analyzed by percentage of time allocation for each activity.											X
11. (a) Cost records for learning disabilities van maintained.											X
11. (b) Cost of learning disabilities van analyzed with respect to numbers of pupils served.											X

Cont'd.

	0	10	20	30	40	50	60	70	80	90	100
12. Special education funding report made.											X
13. Five year plan for exceptional children and youth written.											
14. (a) File of news releases maintained.								X			
14. (b) Advisory council organized.											
15. Social learning curriculum activities carried on.											X
16. (a) Coordinator worked with consultants on evaluation design and implementation.											X
16. (b) Prescribed data collected.								X			
16. (c) Prescribed data reviewed by evaluators.											X
16 (d) Evaluation reports sent to Title VI consultant.											X

* Activity numbers correspond to major coordination objectives.

ESTIMATED PERCENTAGE OF CLOSURE ON MAJOR COORDINATION OBJECTIVES BASED ON CRITERIA ACTIVITIES

	0	10	20	30	40	50	60	70	80	90	100
1. Pupils will be appropriately placed and/or dismissed in relation to all components of the special program.											X
2. Inservice learning experiences will be planned in relation to the total inservice training plans for the counties.											X
3. Curriculum content will be cooperatively planned with special education personnel and written in behavioral terms.	X										
4. Structure will be provided for implementation of diagnostic assessment, program placement, and other evaluative data.						X					
5. The identification and screening process will be continuous in the schools of the area.								X			
6. The public will be informed of available services of the special education project in the area.			X								
7. Appropriate instructional and diagnostic materials will be available for pupils in the program.											X
8. Accounting of the pupils participating in the program will at all times be current and available for administrative use.						X					
9. Pupil problems will be related to appropriate interventions which may be employed by the teacher or therapist.											X
10. Coordination time will be used to best advantage in line with over-all program goals.							X				
11. The specific learning disabilities mobile facility will be efficiently and effectively utilized.											X
12. Local, state, and federal funding sources will be tapped effectively.											X
13. A comprehensive plan will be structured with long-range goals considered.											X
14. The public will be informed of the special education program and its growth needs.					X						
15. A relevant curriculum will be implemented in the EMR classes.											X
16. The over-all special education program and the Title VI components will be evaluated as to effectiveness in promoting pupil behavior change, impact on the community, and multiplier effect in the school system.										X	

It would appear inappropriate to attempt to arrive at a numerical index of status based upon major coordination objective closure estimates since many of the activities for evaluating objectives were unable to be judged by degree of completion of the task. The quality of the transaction did not necessarily rest on quantitative task actualization.

It would seem, therefore, that the project's first criteria for evaluation, e.g., a comparison of activities to accomplish objectives against estimated objective closure, is primarily useful as a testimonial of system inputs and a memorandum of things to be done.

Analysis of Subjective Feedback Data

Remaining criteria for evaluation of the coordination component dealt with check list responses on five points continua to be completed by special education teachers, classroom teachers, and administrators in the two counties. A summarization table for check-list responses follows.

	No. of Respondents	Average of Responses on a 5 point, Low to High, Continua	Median	Mode
Referral of pupils to outside agencies.	16	4.4	5	5
Appropriate placement of pupils in the program.	16	4.4	5	5
Inservice training plans and projects	17	4.3	4	4
Curriculum content for instructional programs.	18	3.9	4	3
Screening for identification of pupils to be served.	17	4.4	5	5
Consultation to special education teachers, classroom teachers, and administrators.	20	4.9	5	5
Public information dissemination	17	3.8	4	4
Program reporting.	12	4.7	5	5
Scheduling for instructional programs	20	4.2	4	5
Material acquisition for instructional programs.	16	4.4	5	5
Planning for the Special Education Program.	16	4.6	5	5
Evaluation methodology related to overall program evaluation.	17	4.4	5	5

Analysis of rough indicators of reported subjective feelings about coordination related program tasks reveals an average of total responses on a 5 point, low to high continua, to be 4.4. Lowest average response on a task item is 3.8 for Public Information Dissemination. Curriculum Content for Instructional Programs is next lowest with a 3.9 rating. Highest average response for a task item was 4.9 for Consultation to Special Education Teachers, Classroom Teachers, and Administrators. Next highest was 4.7 for Program Reporting. These peaks and dips might be considered indicators of program strengths or weaknesses for which new delivery mechanisms and more sensitive monitoring devices might be designed.

Coordination Activity Highlights

A final criteria for evaluation was to be a listing of coordination activity highlights, exemplary of task categories consistent with program objectives. These activities included:

Acting as Field Test Advisor for the Research and Development Project in Mental Retardation, Yeshiva University, New York City.

Bi-county Open House for the Specific Learning Disabilities Mobile Facility.

Coordinating conference with County Health Unit.

Levy County inservice workshop on program evaluation.

News releases for are newspapers.

Pre-planning orientation for special education personnel.

Writing *Five Year Plan for Exceptional Children and Youth* for both counties.

Planning and writing an Exceptional Child Facilities Grant Proposal for Levy County.

Implications for Future Evaluation

Results of the current evaluation of the Coordination Component were useful for:

Pinpointing possible strengths and deficits in program delivery.

Defining and clarifying the corrdination role.

Roughly assessing intra-system morale indicators relative to the special education program.

It would seem that future evaluations should focus upon program component pupil growth measures weighed against program delivery costs.

Information collected should be useful in assisting the program coordinator in making decisions about alternative program designs. In this way the evaluation may become more precisely the monitoring mechanism within the system. An important, but perhaps secondary feature, will be the use of system evaluation as an auditing and accountability device. Hopefull, strategies learned in accomplishing the current Coordination Component Evaluation will facilitate increasingly goal-centered system studies.

II. Specific Learning Disabilities Component Evaluation Report

Specifc Learning Disability Pupil Population

Criteria for admission to the SLD program was as follows:

Pupils have an average or above average intelligence as assessed by a qualified examiner using approved individually administered instruments.

Emotional problems or cultural disadvantagement are not the discernable primary handicapping factor.

Pupils show a deficit in one of the processes prerequisite for learning task skills.

Classroom performance is two or more years below grade level as indicated by appropriate measures.

Included in the pupil population sample were twenty-nine pupils from seven schools in the two-county area. Four other pupils received instruction without pre and post test data collection. These latter students are only included in the analysis of pupil contact hours relative to cost of delivery.

Remediation Service Delivery

During the first semester of the year, the itinerant SLD teacher visited target schools on a once-a-week schedule with each pupil being seen individually or in a small group on an average of one hour per week. Materials were transported in the teacher's private automobile to a designated site within each school. Facilities varied greatly within the system, but best judgment is that six out of seven of the designated facility locations would not meet Level 3 accreditation standards.

At the beginning of the second semester, an 8' x 24' motorized mobile facility, purchased with Title VI funds, was utilized by the SLD teacher for delivery of services. The interior of the van was designed with four study carrels with built-in swing-out seats, teacher desk, and storage cabinetry. The van was fully air-conditioned, carpeted, and effectively lighted.

Equipment Utilized

During the first semester, equipment utilized was confined to items available in schools visited on a check-out basis. Again, extreme variability prevailed.

For the second semester, the van was equipped with:

Language Master
Overhead Projector
Slide-filmstrip projector
Headsets for each carrel
Phonograph
Typewriter
Copier and ditto-master maker
Two-drawer filing cabinet

Curriculum and Methodology

Frostig, Cruikshank, Kephart, and Valett materials were utilized along with methods suggested in the literature by Barsch.

The teacher used an informal inventory developed by the Special Education Department of the University of

Miami for assessing deficits and strengths, as well as monitoring remediation of learning channel modes. Special visual and manipulative aids were constructed by the teacher to implement remediation of skill deficits.

Reading series designed for sequential linguistic pattern development were purchased for the program with local funds. County funds also purchased software for the audio-visual equipment.

Evaluative Instruments Used

The following evaluative instruments were used with results recorded on a specially designed form, the "Progress Summary Record."

Stanford Achievement Test
Wide Range Achievement Test
Gray Oral Reading Test
Continental Press Program
Spache Word Recognition Test
Betts Informal Inventory
Informal Inventory
Illinois Test of Psycholinguistic Abilities
Marianne Frostig Developmental Test of Visual Perception
Peabody Picture Vocabulary Test
Informal Diagnostic Phonics Test
A Psycho-educational Evaluation of Basic Learning Abilities (Valett)

Selection of the tests administered was based upon:

Preliminary diagnosis of pupil deficit.

Appropriateness with regard to assistance in prescribing remediation.

Appropriateness for measuring degree of closure toward major pupil objectives.

Since the primary reason for pretest was to establish a basis for diagnosis and prescription, no pupil was given every test listed earlier. In addition, certain pre and post tests could not be administered due to absences, attrition, time limitations, and scheduling difficulties.

The testing procedure design was based on these *broad objectives*.

To provide a record to guide present and future teachers of individual students.

To measure the effectiveness of the Specific Learning Disabilities Program in achieving major objectives for the academic year, 1970-71.

To provide a basis for improved measurement of program effectiveness in the future years.

Major objectives for pupils with specific learning disabilities were defined as follows:

To attend to the task at hand.

To demonstrate appropriate visual-perceptual patterns of behavior needed for learning.

To exhibit behaviors conductive to learning rather than negative behaviors, such as hyperactivity, perseveration, etc.

To demonstrate adequate fine and gross motor coordination.

To strengthen auditory discrimination, auditory memory, and auditory sequencing for coping with regular classroom tasks.

To express orally and in writing appropriate linguistic patterns.

To recall and give sequence to visual stimuli.

To read with increasing accuracy, comprehension, and recall.

To write legibly at the appropriate developmental level.

To compute with increasing accuracy, complexity and speed.

Criteria for Evaluation of the Specific Learning Disabilities Component

Criteria for evaluation was based upon:

Results of pre and post tests of pupils in the program.

Rating scales completed by parents, classroom teachers, and principals.

Pre and Post Test Results:

The results of the testing evaluation procedure are shown in Table I in terms of gross improvement levels. No attempt has been made to subtract the expected levels of improvement projected for normal rate gains.

TABLE I: *SPECIFIC LEARNING DISABILITY PRE AND POST TEST DATA*

	Academic Achievement Tests						Learning Channel Data
	Gray	Informal Inventory	Spache	Reading	WRAT Spelling	Arithmetic	ITPA
Sample Size	20	18	19	29	21	13	6
Central Tendancy							
Mean	0.28	1.42	0.89	0.38	0.49	0.575	2.71
Median	0.3	2.0	0.8	0.3	0.3	0.3	0.6
Mode	0.3	2.0	0.8	0.2	0.3	0.8	2.6
Confidence Level							
Positive Change	99%	99%	99%	99%	99%	99%	99%
1 Level Improvement		95%					99%
2 Level Improvement		95%					99%
Statistical Data							
Sum X's	5.5	25.5	16.9	11.0	8.9	6.9	19.15
Sum of Squares	2.47	45.41	21.47	7.86	4.51	4.33	56.3
Standard Deviation	0.23	0.74	0.595	0.36	0.08	0.18	1.4

Analysis of Pre and Post Test Results

It appears we can be confident that some grade-level improvement took place during the year. All measures of central tendency could be positive and yet not be significantly different from zero. This is not the case. Statistically we can be 99 percent confident that positive improvement occurred, and 95 percent confident that at least one level of improvement occurred on the Informal Inventory. Further, the hypothesis that one level of improvement occurred as measured by the Spache test cannot be rejected. That is, one level of improvement *could* have occurred.

An analysis of learning channels concentrated on the specific learning channel in which the disability was detected and indicated an average improvement of 2.71 levels. Consequently, we can be 95 percent confident that a mean improvement of 2 levels occurred in the specific channel of concentration. If we assume (optimistically) that the pupils would have achieved one level of improvement without the aid of the learning disabilities program, we can speculate that the program doubled the pupils' rate of progress.

The rate of improvement in the learning channels was much higher than in academic achievement. The low carry over from the specific learning disability remediation to academic achievement may be explained by a number of factors including time lags, classroom teacher acceptance, and pupil motivation. That is, the change in the rate of progress in academic achievement may not be fully felt until sometime after the learning disability is reduced. The classroom teacher may not be able to immediately take advantage of the opening of the learning channels. The child may have a great deal of catching up to do. Finally, motivational problems, partially induced by the learning disability, may require time and effort to overcome.

Implications of the Analysis of Pre and Post Test Results

The major objective of the evaluation component is to relate the process of delivering instructional resources to the improvement in the capabilities of the pupils in the learning disabilities program. The purpose of evaluation includes establishing a basis for planning future Learning Disabilities programs; comparing past and future efforts, longitudinally, in the same geographical area; and comparing similar programs in different geographical areas in the same time period. Of particular interest in this program is an evaluation of the use of the Learning Disabilities vehicle.

To be most useful, an evaluation should relate benefits through the delivery of instructional resources. The matching of costs to the delivery of services cannot be a completely objective process, but rather must be based upon the best judgment of the individuals involved in the project. The cost of the delivering of the Learning Disabilities Program to the 33 pupils is estimated to be $13,724 for the academic year. This cost includes one-tenth of the coordinator's time, sixty percent of the consultant services, and forty-six percent of the retirement costs as shown in Table II. The capital cost of the Learning Disabilities vehicle was computed on the assumption of one-half year's use of a 10 year expected life.

The Progress Summary Records indicate that a total of approximately 680 hours of instruction were delivered to a total of 33 children. Pre and Post learning channel data are available on six children, each of whom received

approximately 30 hours of instruction. These six children improved an average of 2.71 levels (ITPA).

That is, 180 hours of instruciton resulted in 17.95 pupil levels of improvement. This sample of six pupils is the extent of the available pre and post learning channel test data. Clearly, we should be very hesitant to make extensive inferences about the effectiveness of the learning disabilities program on the basis of such a small sample. However, the logic and conclusions should be pursued as an outline for possible future planning and evaluation components. The risks of drawing inferences in this situation include the possibility that the sample reflects only the teacher's best efforts and the most responsive pupils. However, this risk does not seem high since there seems to be no relation between the existence of learning channel tests and good results on the academic achievement tests.

It is our judgment that 180 hours of instruction resulted in approximately eighteen pupil-levels of improvement in the learning channel modes. Therefore, we judge that ten instructional contact hours are most likely to have produced one level of improvement.

This would lead us to speculate that the delivery of 680 contact hours resulted in 68 pupil-levels in the 33 students (about two levels per student).

The cost effectiveness figure, $204 per pupil-level of improvement, was computed by dividing the adjusted cost of $13,724 by the expected improvement of 68 levels.

One method for improving the number of levels of improvement per dollar is to increase the instructional contact hours. Since the children were available for 180 days for approximately six hours per day, one itinerant teacher could provide 4320 instructional contact hours assuming that she could supervise four SLD children at once, utilizing the mechanical equipment available in the van. Of course, the teacher must coordinate with the classroom teachers and parents in order to improve the carry-over from the remediation of the learning channels. Such coordination can consume 1,000 to 2,000 hours a year. Also, transportation time and the infeasibility of working with four children every hour detracts substantially from the theoretical maximum number of contact hours which can be delivered by an itinerant teacher. However, careful attention should be given to the possibility of doubling the number of instructional contact hours above the approximate 680 achieved in 1970-1971.

Close attention to scheduling is important. For example, a better annual schedule might require a daily round-robin schedule early in the school year to perform pretests and diagnoses. During the middle of the year the teacher could spend several concentrated weeks at each school, and toward the end of the year the round-robin scheduling might again be used for post-testing. Also, the importance of making every hour count should be stressed to the teacher.

There is no indication that the mobile facility increased the number of instructional contact hours. However, there is no doubt that the quality of those hours was enhanced. The mobile facility replaced the classrooms which in many cases were poorly ventilated, noisy, and lacking in storage space. The teacher was able to keep an adequate supply of materials and equipment close at hand with ease and little chance of damage.

An extensive cost analysis of the mobile facility is inappropriate because the decision to acquire the vehicle can be easily justified. The operation and maintenance of the mobile facility were performed by the county and were therefore about as costly as paying for mileage for the private vehicle of the ininerant teacher. Scheduling, the availability of materials, equipment damage, and the number of available contact hours can be considered equivalent under both modes of operation. However, the lack of adequate space in the seven schools was so critical as to reduce the productivity of the ininerant teacher dramatically. The only cost difference between having and not having the mobile facility is the depreciation cost which is estimated to be about $1200 per year. If the mobile facility improved the productivity of the ininerant teacher by 15 percent annually, then the mobile facility is easily justified. There seems to be no doubt that this improvement in productivity was achieved.

Variations in ratio of instructional contact hours to levels of improvements may be accounted for in terms of statistical variability, as well as the effectiveness and efficiency with which the services are delivered. In the presence of scanty data, future planning can only be cautiously based on such figures, but the information yielded should produce better decisions than total absence of consideration. In addition, the design for analysis can be used in subsequent years with larger numbers in the sample population. Cumulative data can then be inspected in terms of trends related to identifiable variables.

Results of Rating Scales Completed by Parents, Classroom Teachers and Principals

Parent questionnaire/check lists were sent to all families of pupils in the program. Seven forms were returned with the following results summarized below:

Number of families reporting conference with SLD teacher	3
Number of families reporting conference with classroom teacher, guidance counselor or principal.	4
Number reporting having seen work samples or materials from the SLD program.	4

Totals show that "some" or "much" change responses occurred over six times as often as "none." Since, however, the number of respondents represented only about 25 percent of families involved, inferences can only be made cautiously. If only the more interested parents responded, the pupil sampling might be expected to be the group which made the most progress. Other factors which could reduce the assessment value of the check-list are:

Desire of the parents to report "progress" rather than "no progress"

Possibility that items were inappropriate indicators of remediation or not applicable to the developmental level of the pupil in question.

Possible ambiguity or intelligibility of task item wording from the families' viewpoint.

Summarization of numbers of responses relative to degree of change in the pupil's behavior at home:

	None	Some	Much	No Response
Preparing Homework	1	2	4	0
Listening Attentively	0	5	2	0
Watching TV Attentively	1	1	5	0
Carrying out household chores	0	4	3	0
Physical Skillfullness (Hop, skip, jump)	1	2	3	1
Good self-care habits (Tying, buttoning, etc.)	0	2	4	1
Coloring Skillfully	0	2	4	1
Writing legibly	0	4	2	1
Puzzle Completion	1	3	1	2
Following Directions	0	4	3	0
Naming familiar objects	1	1	3	2
Speaking in complete sentences	0	1	5	1
Making conversation	1	1	4	1
Remembers instructions	0	5	2	0
Relates stories accurately	0	3	3	1
Counting	0	3	3	1
Computing (+, -, x, —)	0	4	3	0
Reading independently	1	4	1	1
Reading orally	1	3	3	0
Spelling accurately	1	4	1	1
Total number of times the rating was chosen	9	58	59	14

A summary of classroom teacher ratings of the degree of pupil change observed in the listed areas is shown in the table below. Twenty-three classroom teachers from seven of eight schools serviced in the two counties reported from instructional experience with twenty-nine pupils in the program.

Degree of pupil change observed in the following areas:

Listening attentively	1	12	8	1	1	0	0
Completing assignments	2	11	6	3	0	0	1
Attending to a task	0	10	10	1	0	0	2
Physical skillfullness (Hop, skip, jump)	4	2	3	2	2	9	1
Manipulation of arts & crafts material	2	7	3	4	1	5	1
Writing legibly	0	14	3	3	1	1	1
Copying	2	12	6	0	0	3	0
Following verbal directions	3	8	9	2	1	0	0
Increased vocabulary	0	10	6	4	0	3	0
Complexity of sentence structure	1	14	4	0	0	4	0
Verbal expression (Asking questions, reporting, discussing)	3	12	4	2	2	0	0

Follows daily routine without prompting	5	10	5	1	0	0	2
Demonstrates memory of ideas, facts or rules	3	8	7	3	2	0	0
Demonstrates visual memory (Matching, reproducing, indicating differences)	0	1	8	2	1	1	0
Matches sound with symbol	0	9	8	2	1	2	1
Reproduction of sound sequences	0	9	9	1	1	2	1
Reproduction of visual sequences	0	10	7	1	0	3	2
Reading Vocabulary	0	14	4	2	0	2	1
Reading Comprehension	1	16	1	3	1	0	1
Spelling accurately	4	9	3	3	0	3	1
Computing with increasing accuracy, complexity & speed	0	9	7	0	1	5	1
Total number of times the rating was chosen	31	217	121	40	15	43	16

Rough analysis of classroom teacher ratings points toward "slight" to "moderate" degree of pupil change noted. The table below shows percent of responses for each rating label.

None	7%	Marked	9%
Slight	46%	Extreme	3%
Moderate	26%	Can't Determine	9%

Classroom teacher rating of pupil change in various behaviors seems to correspond to earlier analysis of low carry-over from specific learning disability remediation to academic achievement. Hypothesized explanatory factors, e.g., time lags, classroom teacher acceptance, and pupil motivation may apply equally here.

The following items were rated by principals on a five point, low to high continua, with five being the highest possible rating. A table showing average ratings appears below. Sixty percent of involved principals reported.

Screening Pupils for Program	3.6	Referral to other sources	3.6
Processing Pupil Referrals	3.6	Consultation with rater about pupil progress	4.8
Diagnosis of pupils in program	4.5	Parent counseling related to program	4.2
Individual pupil prescription for classroom teacher	3.6	Scheduling program time	3.5
Pupil instruction/therapy carry-over	3.6	Pupil follow-up after dismissal	3.4
Materials used in program	4.5	Average of rating totals	3.9

Highest average rating by principals was for "consultation about pupil progress." This might be used as an indicator of open communication channel between the SLD program and the school administrator. Tied for second highest rating were "diagnosis of pupils in the program" and "materials used in program." Again, it might be inferred that an information flow about pupils and the curriculum existed.

Lower rating was for "pupil follow-up after dismissal." Since this might be expected in terms of time priorities, it tends to lend credence to reporting results.

Principals were given an opportunity to record comments on the rating forms. It was suggested that, (1) learning disability students should have daily contact with the itinerant teacher, (2) the teacher's effectiveness could be further enhanced through the use of a teacher's aide, and (3) a resource room located at the school site would be helpful.

ORANGE COUNTY

Orange County Schools
434 North Tampa Avenue
P. O. Box 271
Orlando, Florida 32802

Mr. James Higginbotham, Superintendent
Mr. William R. Thomas, Exceptional Child Director
Mr. James Beech, Project Director

TITLE: Playground for Physically and Perceptually Handicapped Children

Number of Children	Handicap	Period	Amount Awarded
118	Physically Handicapped	9-1070	$39,408.00

Handicapped children are more like normal children than unlike normal children, and they share the non-handicapped child's need for the stimulation of play. There is no reason to believe that the psychomotor and social benefits of play are not as necessary, or more necessary, for the development of physically handicapped children as they are to non-handicapped children.

Specifically, this project assumes that given the opportunity, physically handicapped children will volitionally participate in an environment designed to guide each individual towards discovering his potential as an individual and group participant, and improve psychomotor perceptions and skills.

Given an area and devices constructed to elicit interest and participation, it is assumed that beneficial social interactions including cooperation, problem solving, and self-sufficiency will result.

The Magruder Environmental Therapy Complex is a specialized play area for the handicapped preschool children of Forrest Park School in Orange County, Florida. The project was proposed because of increased awareness of an unmet need in the area of motor perception for preschool, physically handicapped children. Conventional play equipment and normal life experiences were largely inaccessible to the physically limited child. The answer seemed to be in creating an environment with motivation through play in which these children could function freely and acquire experience akin to that of other children. It is thought that such motor perception experience is basic to academic learning. An extensive testing program is included in the project to measure its results in the area of motor perception skills as a basis for abstract thinking necessary to formal school learning. Proof that it is possible to improve the handicapped child's learning ability by providing a fuller range of preschool perceptual experience will be a "breakthrough" for educating not only these children but similarly handicapped children throughout the nation. Other types of exceptional children whose motor experiences have been limited by physical, mental, emotional, social or cultural deprivation may also benefit from this type of preschool experience.

The first funds were appropriated in the early spring of 1968, and the consultants began work on the project at that time. Supplementary funds were received in 1968, 1969, and 1970 to continue the work.

Normally, children gain experiences by such activities as rolling down hills, jumping into leaves, snow or hay, hiding under furniture, climbing trees, and freely running and tumbling. The goal of the ETC was to offer handicapped children opportunities to develop the basic perceptual skills by providing equipment, however, the playground was to allow the children free, spontaneous and unstructured play. Unhindered by their braces, yet protected by yielding surfaces, the children would be afforded a breadth of experience as similar as possible to that of normal children.

The basic construction of the Magruder Environmental Therapy Complex was completed in April, 1969. Its design represents an effort to overcome the traditional differentiation between physical therapy and playground activity. The basic perceptual motor experiences, usually offered—if at all—in formal clinical therapy, have been translated into environmental elements. In contrast to the ordinary setting for therapy—a flourescent-lighted room, a chaos of wheelchairs, braces, standing bicycles, and other steely objects reminding the child he is there for drudgery and discomfort to be dreaded and endured—the ETC offers an attractive, colorful, exciting atmosphere, stimulating his imagination and making him want to use his muscles, which here are completely free of braces. And in contrast to the usual playground—a slide here, a swing there, separated by unmanageable expanses of asphalt, sawdust or bare ground—the ETC presents a continually flowing series of events and experiences which constitute an environment.

This envirnoment features a variety of stairs, slopes and slides. There are tunnels to crawl through and holes to hide in. A foam-lined pit invites jumping, falling and bouncing. Chalking surfaces, mirrors and bright colors everywhere stimulate the eye. Shapes of every type, stationary and portable, large and small, invite imaginative play. The entire area is a maze of brightly carpeted paths.

What appears to the child as a fantasy world of brightly colored shapes scaled to his size, pleasant to his touch, and tolerant of his limitations is also a series of potential explorations and adventures—and therapeutic exercises. There are no unusable spaces; every inch of the ETC offers a child perceptual stimulation. Movement from place to place is undertaken by a child at his own speed, in his own fashion; he is impelled only by his own desire to reach a goal. Exercise and learning are naturally motivated by the child's desire to move, to explore, to play. The non-representative nature of the objects and the environment as a whole spurs the children to exercise their imagination and creativity as well as their bodies.

The appeal of imagination will be sustained, for the face of the environment will be constantly changing. The ETC is designed to allow change and experimentation by the staff. An example of this is the maze areas. These

places are heavy enough to provide stable climbing and crawling for the children, yet can be moved by the staff to form a variety of patterns and configurations. In addition, the children themselves can change the environment; among the many flexible features of the ETC is a set of large, interlocking, vinyl-covered, foam letters which are light enough to be moved by the children and which can be fitted together to form large sculptures. This allows the children to safely manipulate large objects in space, a valuable experience usually denied them by their disabilities.

Physical Problems of the ETC

The principle contribution of the designer, aside from the actual shaping of the ECT, lay in establishing the concept of environment discussed in the preceding sections.

The Environmental Therapy Complex consists of an area approximately 100' x 100', about one-half of which is covered by a roof truss system. The limits of the interior area are delineated by concrete-block retaining walls capped by 2" x 10" planks which serve as various types of balance beams. Marine plywood shapes are formed up to the wall on the interior and are the principal element of the environment. They slope, change size and shape, form tunnels, steps and slides as they snake around the ETC. Most are covered with exterior carpeting in vivid colors, but some are left hard-surfaced and are painted with bright-colored tractor enamel. Surrounding the man-made forms inside the retaining walls of the ETC are natural, organic forms on the outside. Grass-covered earth mounds containing sand curve up to the retaining wall from the surrounding field, reducing the scale from the exterior and partially concealing the interior events.

The overhead roof truss system is the environment's most flexible aspect. It is a double-corded, gang-nailed truss system, with the cords separated by a spacer. This spacer allows elements to be slipped between the cords and secured with nailing. Space dividers, rope ladders, scale changing devices, and overhead arm pulls are a few objects which are being supported by the trusses. The trussses with these crossbracing form a 8' x 8' grid which organized the elements. This spacing is born from an initial 4' x 4' model established in the planning stages at the ground level. The truss system's capabilities should stimulate creative thinking on the part of the therapists; if someone has an idea for a certain activity not already provided for, the grid system should adapt itself to a variety of possibilities.

Much of the total interior area of the complex is covered by exterior carpeting. The several carpet colors designate the various general areas of the environment. In addition to the storage and unbracing located at the entrance to the complex, the principle features of the ETC are as follows:

BALANCE BEAM—Proprioceptive information from the body segments as they are pushed and pulled against gravity in an effort to stay on the beam. This equals KINESTHETIC AWARENESS plus DYNAMIC BALANCE.

STEP PROGRESSION—Orientation change from a horizontal to a vertical plane in space, with knowledge of up and down in space with relationship to the self a basis for DEPTH OF HEIGHT.

SHELTERS OR CAVES—An internalized knowledge of how much space the self takes, a spatial relationship developed from body awareness permitting JUDGMENT OF HEIGHT.

FREE STANDING WALLS—The relationship of objects in space to the self, external spatial relationship which permit the judgment of distance or time in space, TEMPORAL AWARENESS.

FOAM PIT—Motion in space, a dropping and landing, the reflexive movements of body sending kinesthethic information and tactile information via proprioception on a safe and soft landing, BODY AWARENESS, INTEMIALIZED.

SLIDES—Movement on the diagonal from up to down, fast movement BODY BALANCE IN MOTION—TEMPORAL AWARENESS in accelerated motion.

OVERHEAD PULL UP—Movement in near space, grasp and release gravitational pull of body weight upward in space. Information from proprioceptive and reflexible mechanicism giving tactile and kinesthetic awareness also visual integration resulting in JUDGMENT OF ACCESSIBILITY and INTEGRATION OF THE BODY SIDES.

ROLLING HILLS—Motion in space plus rotation of the self, reflexive patterns of arms and legs with tactile and kinesthetic stimulation to reinforce body awareness.

UP AND DOWN RAMPS OF VARIOUS PITCHES—Movement of the body weight up crawling, scooting or climbing up in a prone position, a forward and upward pull against gravity, the kinesthetic and tactile feel of body pull and weight on the mode of BODY AWARENESS AND INTEGRATION OF SIDES.

MIRRORS–Visual images of the body in motion, clues for vision for MOTOR PLANNING.

In September, 1969, the ETC's physical appearance was altered. The expansion of the truss roof structure to cover almost three-fourths more area was the major change. Minor revisions of railings, free standing walls, and falling pit has also been undertaken. These changes represent the spirit of the ETC; an environment which can be changed and altered as needs are made clear, and different goals established.

Evaluation *

The Rothberg Perceptual-Motoring Scale for physically handicapped children was developed especially for this project as it was determined that no appropriate instrument for this type endeavor was available. Existing instruments such as the Kephart, Frostig, Dayton, and Pontiac scales were designed for "normal" youngsters. Cratty developed a screening test for the neurologically handicapped and retarded children.

Items were selected for the scale so that all perceptual-motor attributes could be evaluated. Caution had to be exercised because of the different types of physically disabled youngsters to be tested. For example, "normal" static balance could not be judged because some of the subjects cannot stand. Variations were incorporated which would allow for valid and reliable measurement of perceptual-motor skills for physically disabled children.

A review of the literature indicated agreement regarding the enclosure of the following test components:

1. Awareness of distinction and movement of body parts.
2. Static and dynamic balance.
3. Direction of movement of the total body.
4. Body transport.
5. Hand-eye and foot-eye coordination.

Following the development of the rating scale, it was field tested at the Forrest Park School, and items were deleted, modified, or added before the instrument was finalized. The evaluators were trained in the test administration with careful consideration given to the standardization of the four point scoring system. The same evaluators collected pre and post data of both the experimental and control groups.

Design and Data Analysis:

Design of this study included experimental and control groups. Subjects were not randomly assigned as the schools constituted intact groups. Pre and post test measures were gathered on all subjects and the data were analyzed using the general multivariate linear model: X = A +e where X = the matrix of observations vectors; A = the design matrix; the matrix of unknown parameters and "e" the matrix of residual variates. Probability of the post test measures was computed while eliminating any initial discrepancies in the control and experimental groups. The program was "multivariance" a unvariate and multivariate analysis of variance and covariance routine written in Fortran IV, by Jeremy D. Finn of the State University of New York at Buffalo. Discriminant analysis was performed and the significance test due to Bartlett computer.

	Pre	Post	Trend
1.	1.5000	2.0769	+
2.	1.2692	1.5385	+
3.	1.3846	2.000	+
4.	1.5385	2.2692	+
5.	1.3077	1.8077	+
6.	1.4231	2.1538	+
7.	1.4231	1.7692	+
8.	1.6923	2.3077	+
9.	1.5769	1.8846	+
10.	2.000	2.5769	+

It was observed that the students at Forrest Park exhibited gains on all items of the scale. The multivariate F ratio exhibited an exact probability of .7682 for the difference in the two groups using the pre test scores as covariates. Step down F ratios exhibited probabilities that ranged from approximately .1 to .8. The discriminate function revealed that integration of Body Sides and Ball Throwing tended to maximally separate the control and experimental groups. Bartlett's test revealed an exact probability of .7687 for the function.

	Pre	Post	Trend
1.	1.8462	2.0385	+
2.	1.2308	1.7692	+
3.	1.6538	2.1538	+
4.	1.9231	2.7308	+
5.	1.6923	2.1538	+
6.	0.8846	2.1923	+
7.	1.3846	1.8846	+
8.	1.5385	2.1154	+
9.	1.5385	2.1923	+
10.	1.7692	2.3077	+
11.	1.8077	2.1154	+
12.	1.4615	2.9231	+
13.	1.4615	2.0385	+

Once again the students at Forrest Park School exhibited gains on all items of the rating scale. The probability of the difference in the means of the two groups was .3622. The probabilities of the step down F ratios ranged from .03 to .9. The discriminant function showed (1) dependability and trustworthiness (2) initiative and (3) self-confidence to normally separate the control and experimental group. The probability associated with Bartlett's test was .3048.

CONCLUSIONS

Basically it was determined that the Magruder Environmental Therapy Complex provided stimulation and facilities to treat individual problems in motor learning. Problem areas in motor learning may be identified at a gross level by the Rothberg perceptual-motor rating scale for physically handicapped children. Individual profiles may be developed and growth areas analyzed in terms of activities conducive to growth.

Statistical analysis revealed superior performance by students in the Magruder E.T.C. but differences were not large enough to be termed statistically significant. This was probably due to lack of a large number of participants, the short period of time involved (4 months), and the generalized nature of the instrument.

It is recommended that:

1. The Magruder Environmental Therapy Complex be continued as a part of the project.
2. Individual profiles be developed for each child with growth in perceptual-motor skills evaluated periodically as each student is encouraged to work on areas needing improvement.
3. That a refined version of the Rothberg perceptual-motor rating scale be developed for administration to larger numbers of students.

* Consultants:

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Florida Technical University

Dr. Robert Rothberg, College of Education
Florida Technical University

Dr. David Dzubin, Computer Science
Florida Technical University

BEHAVIORAL OBJECTIVES

All objectives listed apply to learners from ages 3 through 6 years 9 months. Index of improvement will be evaluated on the basis of the *Rothberg Perceptual-Motor Rating Scale*. It should be understood that the nature and degree of each child's handicap(s) will be of critical importance in assessing relative progress.

1. All learners will participate in activites requiring static body balance with 75% showing improvement.
2. All learners will participate in activities requiring dynamic body balance with 75% showing improvement.
3. All learners will participate in activities requiring laterality functions and differentiate left and right laterality by the end of one full school year's participation in the system or by age 6 years 9 months.
4. All learners will participate in body awareness activities, with 75% correctly naming all major body parts by the end of one full school year's participation in the system or at age 6 years 9 months.
5. All learners will participate in activites designed to increase integration of front and back body sides in relation to self and show improvement.
6. All learners will participate in activities designed to increase integration of front and back sides in relation to the external environment, and show improvement.
7. All learners will participate in activities designed to increase integration of up and down in relation to the external environment and show improvement.
9. All learners will participate in activities designed to increase integration of right and left in relation to self and show improvement.
10. All learners will participate in activities designed to increase integration of right and left in relation to the external environment and show improvement.
11. All learners will display improved directionality after participation in program for one full school year.
12. All learners will exhibit correct analysis of spatial relationships in relation to self within two years after beginning full participation in the program.

13. All learners will demonstrate improved depth perception as measured statistically at the end of each full school year.
14. All learners will exhibit ability to follow lines into space (linearity) by the end of the third full school year of participation in the program.
15. Learners by the end of one full school year will correctly identify by tactile contact (blindfolded) at least 15 or 20 common articles and/or surfaces, with no student below 10 correct identifications.
16. All learners will participate in physical activities which place kinesthetic muscular stress upon their bodies, with no learner failing to show increased body development strength at the conclusion of each year of full participation; unless said learner has a handicap characterized by progressive debility.
17. By the end of two full school years of participation in the program, learners will demonstrate kinesthetic awareness of the function of 12 major joints of the body, with no learner aware of less than 8.
18. At the end of each full school year of participation in the program each learner will demonstrate improved temporal awareness.
19. At the end of each full school year each learner will demonstrate improved spatial relationships.
20. At the end of each full school year of participation in the program, each learner will demonstrate improved motor planning by moving more efficiently within the environment.
21. All students will participate in climbing (insofar as specific handicaps allow) activities with no student suffering major injury.
22. All students will participate in jumping (insofar as specific handicap allow) activities with no student suffering major injury.
23. All students will participate in crawling (insofar as specific handicaps allow) activities with no student suffering major injury.
24. All students will participate in running (insofar as specific handicaps allow) activities with no student suffering major injury.
25. All students will participate in balancing (insofar as specific handicaps allow) activities with no student suffering major injury.
26. All students will participate in falling (insofar as specific handicaps allow) activities with no student suffering major injury.
27. All students will engage in social interaction concerning cooperative play with no student being an isolate more than 75% of the time.
28. All students will engage in cooperative problem-solving with no student being an isolate more than 75% of the time.
29. All students will engage in competition with no student being an isolate more than 75% of the time.
30. All students will show an increased attention span at the end of each school year.

PERCEPTUAL–MOTOR RATING SCALE FOR PHYSICALLY HANDICAPPED CHILDREN

Developed for the Forrest Park School, Orlando, Florida
By Dr. R. A. Rotheberg, Associate Professor
Florida Technological University

General Information:

1. All children should be tested individually with only the tester and the subject present. Administration of the test should be about twenty minutes.
2. All tests should be described verbally and then demonstrated in exactly the same manner the same manner the tester wishes the movement to be executed.
3. The tester should follow the test administration as closely as possible but should be prepared to modify the various movements because of the various physical disabilities. For example, if a child can't stand, he would sit; if he can't walk, then he would crawl. He should be given every encouragement to perform his best.

Equipment:

1. 8½-inch rubber, air-filled playground ball.
2. 4 x 6 foot 1½ inch thick canvas covered mat.
3. Tether ball that can be adjusted to various heights.

4. A round ballon, about 6 inches in diameter.
5. 5 wooden blocks, 2 inches square.
6. A bamboo pole or yardstick.
7. A clipboard and score sheets.
8. A stopwatch or a watch with a second hand.
9. Masking tape.
10. Two chairs.
11. Bowling pin.

Scoring

Each category should be evaluated based on the following criteria:

1 point—*failure* to perform any of the tasks.

2 points—*fair* performance. Completes approximately one-third of the tasks with minimal efficiency, correctness, and speed.

3 points—*average* performance. Completes approximately two thirds of the tasks with efficiency, correctness, and speed.

4 points—*superior* performance. Completes all tasks with efficiency, correctness, and speed.

Part I

Perceptual-Motor Rating Scale

1. *Body Awareness*

The child is placed next to a 4 x 6 mat. The tester describes each movement and then arises from the mat permitting the child to respond. The child should arise after each request and stand at the edge.

A. "As quickly as you can, lie down on the mat like this on your *front or stomach* (lie on stomach with arms overhead and head away from the child)"

B. "As quickly as you can, lie down on the mat like this on your back (lie on one side with arms overhead and head away from the child)".

C. "As quickly as you can, lie down on the mat like this on your *side* (lie on one side with arms overhead and head away from the child)".

D. "As quickly as you can, lie down on the mat like this on your other side (lie on the other side with arms overhead and head away from the child)".

E. "As quickly as you can, lie down on the mat like this on your *back* (lie on back with arms overhead and head toward the child)".

Scoring—the evaluator should note hesitation on the part of the child as well as correctness and ease of performance.

2. *Balance*

The child is placed next to a 3-inch line taped to the floor with masking tape.

A. "Stand on the line and lift one foot off the ground like this for as long as you can." (6 seconds)
B. "Stand on the line with one foot off the ground for as long as you can with your arms folded in front of you like this." (6 seconds)
C. "Move along the line without falling off like this." (Walk, one foot in front of the other, the length of an eight foot line).
D. "Move along the line backwards without falling off like this." (Walk one foot behind another for four feet).
E. "Move along the line sidewards without falling off like this." (Take short side steps for four feet).

Scoring—the evaluation should note whether balance is maintained, hesitation or confusion, and completion of the task.

3. *Imitation of Body Movements*

The child faces the evaluator five feet away. "Face me and do what I do."

A. Arms extended shoulder high, feet together.
B. One arm shoulder high, the other slightly higher.
C. Both arms extended over the head.
D. One arm up, shoulder high, the other by the side.

E. Both arms by the side.
F. One arm shoulder high to the front, the other shoulder high to the side.
G. Both arms shoulder high to the front, one foot forward.
H. One arm extended overhead, the other down away from the side with feet spread.

Scoring—the evaluator should note errors, hesitation, and if movement is parallel.

4. *Identification of Body Parts*

The child faces the evaluator five feet away. "Face me and touch with both hands your

A. Shoulders
B. Hips
C. Head
D. Ankles
E. Ears
F. Elbows
G. Knees
H. Nose

"With your finger point—"

I. Behind you
J. In front of you
K. Up
L. Down

Scoring—the evaluator should note errors, hesitations, and efficiency of movement.

5. *Integration of Body Sides*

The child is placed near one end of a 4 x 6 mat.

A. "Lie on your side like this on the mat with your arms over your head and roll down the mat without falling off."
B. "Roll back to me."

Scoring—the child's arms should remain overhead. The evaluator should note speed of the movement and if the child remains on the mat.

6. *Visual–Space Perception*

"As quickly as you can do this

A. Just make it under the stick (cross bar two inches lower than the shoulders).
B. Go all around the pin as close as you can without touching it. (ten feet from cross bar)
C. Then, squeeze through this opening without touching the chairs (two chairs ten feet from the bowling pin, shoulder width apart)
D. Then, come back here where you started. Ready. Go."

Scoring—the evaluator should note if all directions are followed, how close the child gets to the cross bar and bowling pin. Also, how easily the child goes between the chairs and how quickly he completes the entire course.

7. *Ball Throwing*

Tester with a 8½" playground ball on the ground in front of him should face the child, fifteen feet away.

A. "Pick up the ball like this and throw it to me." (Proper one-handed overhand throw about 6 feet in distance so that it bounces to the child—three attempts)
B. Bowling pin is placed six feet away from the child. "Roll the ball like this (Underhand with two hands) and try to knock the pin over (three attempts)".

Scoring—the evaluator should note if the child transfers weight with the throw, steps with the opposite foot, and is accurate. Also, if the target throw at the pin is rolled and is accurate.

8. *Ball Tracking*

The child should stand near the tether ball which should be adjusted so that the ball will be chest high.

A. "Hit the swinging ball with your hand back to me like this when it comes to you from this side. (Demonstrate throwing the ball and hit forehand with the open hand. (three attempts) Swing the ball in a side arc in the same direction.)
B. "Now hit it with your hand when the ball comes from the other side." (Swing the ball in a wide arc from the other direction.)

Scoring—the evaluator should note if the open hand is used, if the ball is hit back, and if a forehand is used rather than a backhand type of swing.

9. *Eye-Hand, Eye-Foot Coordination*

A. "Keep the balloon up in the air as long as you can by hitting it in front of your hands like this." (two attempts—6 seconds)

B. "Kick the ball to me" (ten feet, stationary ball. Two attempts)
C. "Kick the rolling ball to me." (Roll the ball slowly and directly toward the child. Stand ten feet away. Two attempts)

Scoring–the evaluator should note the length of time the balloon is kept in the air and the accuracy of the kicks.

10. *Manipulative Skill*

The child is placed next to two 18 inch circles three feet apart. "Pick up these blocks like this one at a time, and move them from one circle to the other as fast as you can."

Scoring–the evaluator should note if one block is taken at a time, if they are placed within the circle, and the speed in which the task is accomplished.

PERCEPTUAL-MOTOR RATING SCALE SCORE SHEET

Name _____ Birth Date _____

Sex _____ Date _____

School _____ Physical Handicap _____

Examiner _____

Scale

1. Failure to perform
2. Fair Performance
3. Average Performance
4. Superior Performance

In the space after each of the following categories, note observations regarding the performance.

1. Body awareness _____
2. Balance _____
3. Imitation of body movements _____
4. Identification of body parts _____
5. Integration of body sides _____
6. Visual-space perception _____
7. Ball throwing _____
8. Ball tracking _____
9. Eye-hand, Eye-foot coordination _____
10. Manipulative skill _____

Total points _____

Part II

Behavior Rating Scales

Evaluator will rate the student on each of the following attributes based on the frequency of observation noted:

0 – Not known
1 – Seldom or never
2 – Sometimes
3 – Fairly often
4 – Frequently
5 – Almost always

_____ 1. Popular with classmates

_____ 2. Seeks responsibility

_____ 3. Displays perseverance

_____ 4. Exhibits a cooperative attitude

_____ 5. Shows respect for the rights of others

_____ 6. Demonstrates dependability and trustworthiness

_____ 7. Displays leadership characteristics

_____ 8. Displays initiative

_____	9.	Accepts criticism without overt hostility
_____	10.	Follows directions promptly and without overt hostility
_____	11.	Exhibits self-confidence in physical activities
_____	12.	Works or plays independently when appropriate
_____	13.	Competes when appropriate
_____		Total points

WASHINGTON/HOLMES/WALTON COUNTIES

Washington County School Board
Railroad Avenue
Chipley, Florida 32428

Dr. Al G. Lowe, Superintendent
Mrs. Helen Mahs, Project Director

TITLE: Program for Trainable Mentally Retarded and Deaf Children of the Tri-County Area

Number of Children	Handicap	Period	Amount Awarded
50	Trainable Mentally Retarded	9-1-70	$91,104.00
	Deaf	8-31-71	

Inasmuch as this evaluation report covers the third year of Title VI funding of this project—designed to improve and expand tri-county special education programs—a brief review of the progress in expanding and improving such programs over the past three years seems to be in order. In describing such improvement and expansion, the report will begin with separate descriptions of the expansion of the TMR program and the EMR program, followed by a brief description of three additional programs which have recently been initiated under the guidance of the tri-county special education coordinator.

During the academic year 1968-69, under Title VI funding, a TMR program was established in Bonifay, Florida. This program was initiated with approximately 30 students, and a large part of the activity during this first year was devoted to program start-up activities such as securing space, facilities, instructional materials, and teacher orientation programs. Following this first year, it was found that student travel or busing required to serve the three-county area with one TMR facility was excessive. Accordingly, in the academic year 1969-70 an additional TMR facility was opened in Defuniak Springs. In this year approximately 45 TMR students were served, and as in the previous year, considerable time and effort were required in securing proper space, renovating facilities, and setting up the instructional program. During this year progress was made toward achieving a student-centered, objective-based program. Also during the year 1969-70 the number of teachers was increased from 3 to 5. In the academic year 1970-71 the TMR program achieved a degree of stability and excellence not possible in the two prior years. The number of teachers remained constant and the number of students also remained approximately constant. Accordingly, the shift in this year was from securing space, facilities, instructional materials, and teacher orientation to an all-out effort for improving the instructional program. Under the direction of Miss Helen Mahs, special education Coordinator, and with the able assistance of Mrs. Beverly Helms in-service programs were initiated on an informal basis for the purpose of establishing a TMR curriculum which was learner-centered and based upon learner-centered objectives. In a later section of the report, achievement data based upon behavioral objectives prepared during these in-service activities will be reported in detail.

Programs for the Educable Mentally Retarded

During the academic year 1967-68, just prior to the Title VI funding in Washington, Holmes, and Walton Counties, the number of EMR units in the counties were as follows: Washington County, 7 units; Holmes County, 3 units; and Walton County, 1 unit. As can be seen in Table 1, these counties have shown a steady increase in the number of EMR units over the three years between 1968-69 and 1970-71. In addition, it should be observed that Washington County, which has shown the lowest absolute number of units added, was the only county in which a special education coordinator was active prior to the Title VI funding. Even so, Washington County has over this period of time realized an increase of 4 units within the EMR program, Holmes County an increase of 7 units, and Walton County an increase of 8 units. This growth has taken place within stable counties whose populations have not grown and may have dropped slightly. The rather large increase in the number of units is an indication both of the number of EMR students who previously were not being served and of the ever-increasing size and scope of the special education activities for which the tri-county special education coordinator has responsibility.

New Programs Recently Initiated

In addition to the rather marked increase in both the TMR and the EMR programs three additional special education programs have been initiated. These are a program for deaf education, and program for the gifted, and a home-bound study program.

TABLE I

EMR units in Washington, Holmes and Walton Counties from 1967-68 through 1971-72.

	NUMBER OF UNITS		
Year	**Washington Co.**	**Holmes Co.**	**Walton Co.**
67-68	7	3	1
68-69	8	3	2
69-70	9	5	4
70-71	10	7	7
71-72	11	11	9

The deaf program is a multi-county program funded under Title VI. Children from 6 to 10 years of age who are from Holmes, Washington and Jackson counties and who have severe hearing losses and little speech are eligible for the class. There were 6 students in this group served by 1 teacher and 1 full-time aide. Primary emphasis has been placed on language development. All 6 children were evaluated for their hearing losses at F. S. U. last year. Mrs. Gladys Crawford, F. S. U., is consultant to the program and visits the class and the teacher on a monthly basis. During the coming year it is planned to get in written form, the curriculum plan and procedures for the program.

During 1970-71 a program for gifted children was initiated in Washington County. An itinerant teacher holds enrichment classes based on special interests of the gifted students from junior and senior high schools in Chipley and Vernon. Minimum IQ for the program is 130. As participation is voluntary, if regular grades are not maintained the student is not allowed to continue in the program. Although the junior high students have been very interested and enthusiastic about the special classes, this interest did not seem so evident in the senior high school. (For the 1971-72 year, it is planned to initiate some programs in the elementary schools and not expand at all on the senior high level.) Forty children were served by this program.

In Walton County during the 1970-71 school year, a homebound program was begun. Initially it was on a half-time basis but because of demand, the last two months of school it was carried as a full-time program. It is planned to continue the program; however, a teacher is not presently available. A total of 12 students were served by this program.

As can be seen from the preceding description of special education in the three counties, programs have been expanding at a reasonable and controlled pace and additional programs and services are being added. The result of this growth of existing programs and addition of new programs is that special education within the three-county area is becoming more comprehensive. A constantly increasing proportion of those students within the three counties needing and deserving of special education are being reached by the appropriate special education programs. Also due to the constant effort at upgrading the quality of the programs, those services being rendered are of higher quality. An additional outcome of this upgrading of the instructional programs and expansion of the scope of programs is an increasing number of demands for service. One recommendation which seems to be justified on the basis of these observations is that the special education coordinator in this tri-county area may now be coordinating programs of sufficient magnitude to require the services of a full-time assistant coordinator.

Improvement of Instructional Programs

One of the primary responsibilities of the multi-county coordinator of special education is the improvement of existing instructional programs. The activities undertaken in the improvement of instructional programs have been phased in such a way that efforts are focused primarily on one program at a time. The phasing of this particular project has been as follows. Efforts have first been focused on the TMR program both at Hillcrest and Defuniak Springs. During the 1971-72 funding period, the focus of instructional improvement efforts has shifted to the EMR programs within the three counties. Inasmuch as the present evaluation report deals only with activities through the end of 70-71 funding period, primary emphasis in the report will be given to those activities within the TMR program.

In the following section of this report, specific efforts in instructional improvement will be described and student performance data will be presented. The purpose of this section is not to claim that student performance can be traced directly to activities of the multi-county coordinator; however, it is maintained that efforts to initiate change and institute new instructional procedures occur fairly infrequently in the absence of coordination

and leadership. Therefore, the data presented below are given as evidence of active leadership and coordination within the area of instructional improvement.

Behavior Modification Program

One of the major efforts at instructional improvement consisted of the initiation of behavior modification principles within the TMR program.

Anyone who has taught, or long observed, TMR students will realize the difficulty often experienced in conducting an instructional program due to the short attention span of the students and the frequency of off-task behaviors exhibited. In the present program, it was felt that in order to achieve any degree of success in other instructional improvement efforts, programs should be initiated whereby off-task behavior and other disruptive behaviors could be brought under some form of systematic control. Accordingly, the behavioral modification program below was initiated.

Behavior is controlled by two general sets of variables. One is related to the structure of the person while the other has to do with what he did under what conditions and what happened.

In an attempt to control receptive and expressive language behavior by the consequences which follow the behavior, an "operant" language development program, or a contingency management program was developed. This simply means the consequences are contingent upon the behavior.

The main purpose of the behavioral modification program is to provide the systematic application of consequences which follow the desired behavior. The consequences reinforce positively the behavior and increases the probability of its reoccurrence, or reduces the probability of future occurrences. In many cases the antecedent condition which is maintaining the "off task" behavior is determined.

In essence we attempt to increase the desired behavior and/or reduce the undesired or "off task" behavior.

The behavioral model below was explained to the teachers during the inservice part of the program. It was used during the program itself.

I. Specify the final performance (terminal behavior)
   - A. Identify the behavior
   - B. Determine how it is to be measured

II. Determine the operant level or current basal

III. Structure a favorable situation
   - A. Provide discriminative stimuli for appropriate behavior
   - B. Remove discriminative stimuli or opportunity for incompatible behavior

IV. Establish motivation
   - A. Locate reinforcers (group consensus)
   - B. Deprive (if necessary)
   - C. Locate and withhold reinforcers for incompatible behavior

V. Adaptation
   - A. Extinguish emotional respondents
   - B. Provide or establish discriminative stimuli
   - C. Establish reinforcer

VI. Shape the desired behavior
   - A. Reinforce successive approximations of the final performance
   - B. Raise the criterion for reinforcement gradually
   - C. Present reinforcement immediately, contingent upon the behavior

VII. Utilize stimulus control: fading

VIII. Reinforce intermittently

IX. Keep continuous objective records

The terminology used was explained to the teachers and examples given. Progression from the babbling stage through language acquisition to the rise of precise articulation of sentences and for phrases was explained by the speech clinician using operant terminology. Each teacher was given a glossary of terms as shown below.

GLOSSARY

Aversive Stimulus: A negative reinforcer

Behavior: Any observable or measurable movement of the organism or of its parts, including external movements, internal

	movements, and their effects and glandular secretions and their effects.
Extinction:	A procedure whereby an accustomed reinforcer is withheld. The effect on behavior is first a slight increase in the strength of the behavior followed by a weakening of the behavior (as shown by frequency).
Fixed Interval Ratio:	(FI) An intermittent schedule on which reinforcement is delivered following the first response after a constant or fixed interval of time has elapsed since the preceding reinforcement; e.g., FI 5: an interval of 5 minutes elapses before the next response is reinforced.
Fixed Ratio Reinforcement:	(FR) An intermittent schedule of reinforcement in which every nth response is reinforced, e.g., FR 20: each 20th response is reinforced.
Incompatible Behavior:	Behaviors that cannot be performed at the same time. For example, a child cannot be seated and moving around the room, simultaneously. Therefore, by inference, one behavior is increased as the other is reduced.
Negative Reinforcer:	When the removal of a stimulus increases the probability of the behavior occurring again (buying candy to stop a child from begging).
Operant Behaviors:	Behaviors involving the voluntary muscle system which are strengthened or weakened by stimulus events which follow such behaviors. Operant behaviors operate on the environment. (The behavior is emitted as opposed to elicited)
Punishment:	A punisher is one which weakens (reduces the frequency) of the response.
Conditioned reinforcer:	(Sr) A stimulus that has acquired reinforcing properties through temporal association with another reinforcer (also called a secondary reinforcer).
Contingency:	A stimulus event which is made conditional upon a response. If response X occurs, then stimulus Y will be presented.
Chaining:	A shaping technique used to teach complex behaviors such as dressing, one component at a time. Each behavioral component can be thought of as a link that makes up the behavioral chain.
Contingent Reinforcement:	A reinforcer is presented if, and ony if, a specified response occurs.
Continuous Reinforcement:	Some specified responses are followed by reinforcers and other specified responses are not reinforced:
Stimulus Generalization:	When a stimulus has come to elicit a response, this response will be elected by other stimuli to the degree to which they are similar to the original stimulus.
Successive Approximation:	A shaping technique used to teach a single behavioral component in a step by step fashion. Rewarding partial success or behavior similar to that desired and gradually demanding more correct behavior.
Time Out:	Period of time during which the person receives no reinforcement (is not given the opportunity to earn any tokens; can be physical removal from group or denial of active participation in activities).
Variable Ratio Reinforcement:	(VR) A ratio schedule on which the number of responses between reinforcement varies about a given mean, e.g., VR 20: The number is randomly varied, but on the average, each 20th response is reinforced.

Following the specification of "off task behaviors" the teacher and aide determined the base rate of that behavior by counting and indicating the frequency of occurence of that behavior for a period of 30 minutes. During this period the speech clinician would conduct the language session. Records were kept each week on the children. Upon initiation of the behavioral modification techniques a notation was made on the behavior charts and teacher and aides continued recording the occurrence of the "off task" behavior. Those behaviors which were incompatible with the language activities (such as talking when should be listening, standing when should be sitting etc.) were modified using both "time out" and removal of positive reinforcer (tokens).

During the language sessions the children were told their goals for language. They were given the criteria for acceptable performance. They were also told the number of tokens they could earn by meeting their objectives. (Each child had different objectives based on child's ability and learning rate). The objectives were written by both the speech clinician and the classroom teacher. These were changed when the child met the goal or the criteria of acceptable performance was increased accordingly.

If the child met the objective he was given the designed number of tokens. Paired with the presentation of the tokens was "Great" "Look how many you earned!" The group, at the end of the language session, exchange the *earned* tokens for tangible and/or edible reinforcers. (Candy, gum balloons, etc., at the "token exchange store.") (Eventually the token exchange system will include "hikes", "reinforcement lab", etc.)

The "off task" behaviors of the child were reduced by (1) the removal of a token or (2) time out—(during which no opportunity was available for reinforcement.)

Initially the child was given 5 credits at the beginning of the language session. Each "off task" behavior reduced the number of credits. When the child had used up the 5 credits, tokens were taken in exchange for the incompatible behavior. If no token was available the child was placed in a "time out" corner for one minute.

Gradually the number of credits given at the beginning of each session was reduced.

The children were told the number of credits available. When no credits were available for any child individually the group was placed on a contingency, that is, the group had three credits. Regardless of the person who performed the "off task" behavior, one of the credits was used up. When all three credits were used, every member of the class would submit a token when an "off task" behavior occureed. (This "peer group" control proved even more effective than individual control).

Again, if some child had not earned a token, and the "credits" were used he would be placed in "time out". The explanation was given that the teacher regretted this had to happen, but he would have to "help pay for the way his friends acted".

When the "off-task" or incompatible behaviors were no longer present or were reduced significantly, the schedule of reinforcement was changed from continuous reinforcement to intermittent reinforcement.

Eventually the tokens themselves were faded out and only social reinforcement or "praise" maintained the desired behavior.

Figures 1 and 2 show the declining frequency across observation periods for off-task behaviors exhibited by TMR students, both at Hillcrest and Defuniak Springs. As can be observed from these figures, off-task behaviors were reduced to or near zero for all students.

Teacher Written Behavioral Objectives

Because most of the teachers and aides were not familiar with behavioral objectives, an in-service program was initiated, which included training provided by the speech clinician and other consultants in these areas. A weekly in-service program was structured in such a way as to assist the teachers in developing the skills required to write their own instructional objectives. This approach, rather than the wholesale selection of existing materials, was adopted primarily for the purpose of gaining teacher support of behavioral objective-based instruction. While the objectives generated in this manner may not in all cases be of the highest quality, it has proven to be a very effective means of instructing the teachers in the writing and use of instructional objectives in their instructional program.

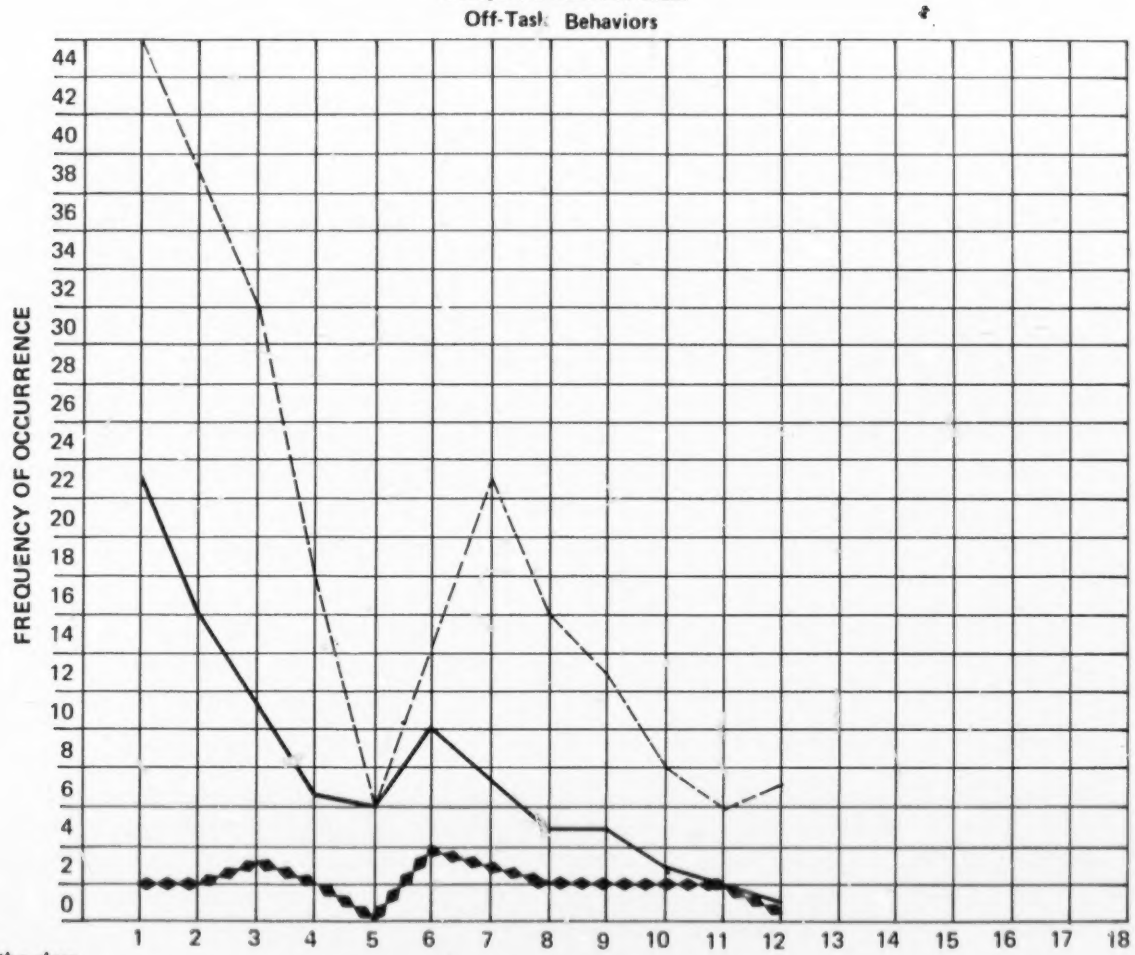
This effort should be contrasted with efforts in many areas in which teachers have drifted from indifference to outright hostility toward behavioral objectives. Also, it is anticipated that in the coming year data will be more adequately collected and will therefore permit a more comprehensive reporting of instructional outcomes in terms of behavioral objectives.

A complete set of the behavioral objectives written by the teachers of TMR students in this program may be requested.

FIGURE 1 HILLCREST

Composite Chart of Class

Off-Task Behaviors



◆◆◆◆ – Lowest in the class

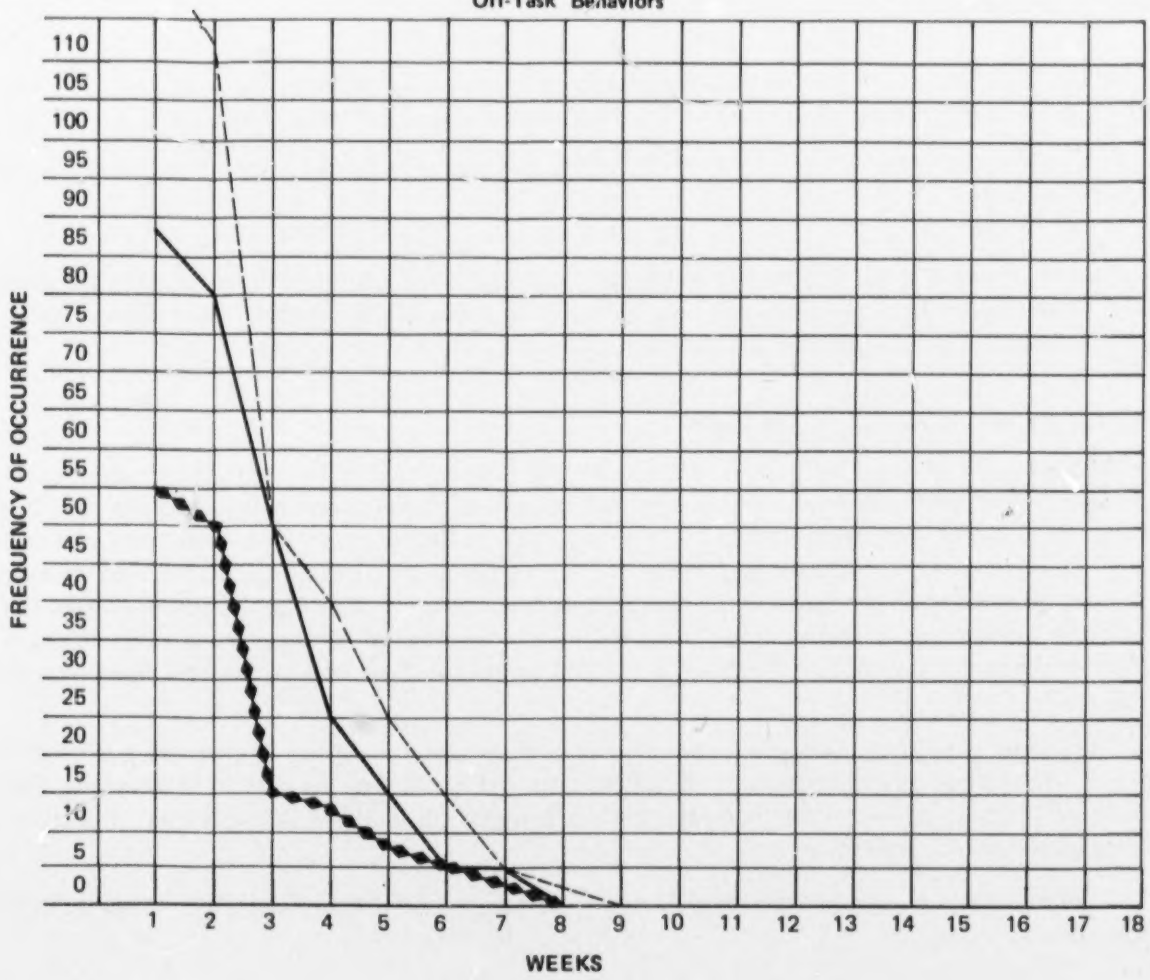
——— – Class average

– – – – – – Highest in the class

FIGURE 2 DEFUNIAK SPRINGS

Composite Chart of Class

Off-Task Behaviors



It can be observed from both Tables 2 and 3 that the students did in fact show gains in behavioral objectives between the pre- and post-programs. The pre-assessment in each case was initiated furing the month of September and the post-testing was conducted during May. The mean number of objectives per class is also given in Tables 2 and 3, and as can be seen, the mean number of objectives which students could perform at the time of pre-testing by class at Hillcrest was 2½, 4, and 14; at Defuniak Springs was 6 and 45. The mean number of objectives achieved by class during post-testing was: Hillcrest—25, 44, 60; Defuniak Springs—35 and 61.

TABLE 2

Language Development
Hillcrest

No. of Students		Behavioral Objectives for Language Development	
		Pre-Program	Post-Program
1		3	18
2		2	22
3		2	16
4		0	16
5		6	48
6		3	40
7		3	25
8		1	14
	Total	20	199
	Mean	2½	25
1		4	40
2		3	45
3		8	54
4		2	43
5		3	42
6		5	44
7		6	44
	Total	31	312
	Mean	4	44
1		12	72
2		10	60
3		9	54
4		8	67
5		8	61
6		32	49
7		4	48
8		9	60
9		40	76
10		8	54
	Total	140	601
	Mean	14	60

TABLE 3

Language Development
Defuniak Springs, Florida

No. of Students		Pre-program	Post-program
1		17	28
2		7	37
3		52	76
4		65	78
5		75	80
6		74	80
7		25	47
	Total	315	426
	Mean	6	35
1		7	46
2		15	31
3		16	39
4		15	36
5		19	35
6		6	21
7		19	39
	Total	97	247
	Mean	6	35

Because the in-service program on the writing and use of behavioral objectives was initiated first at Hillcrest and only later at Defuniak Springs, data reported as to objectives achieved will in this report be limited to the language development program at Defuniak Springs and will include both the language development program and the physical fitness program at Hillcrest.

Student Performance, Language Development Program (TMR)

On the basis of a task analysis, the objectives of the language development program were arranged in a sequential order. The data reported for the Hillcrest students in Table 2 and for Defuniak Springs in Table 3 report the number of objectives achieved. In all but two cases, these objectives were achieved in sequential order. Two exceptions to sequential order achievement occurred when a student could not perform what was considered to be a lower level objective but could perform a higher level objective. These exceptions may indicate some lack of sequence or some other specific difficulty encountered by the students. The vast majority of the students did achieve the objectives sequentially. By reference to the objectives listed below the specific behaviors which are reflected by the number of objectives achieved by each student may be determined.

BEHAVIORAL OBJECTIVES

The terminal goal: useable appropriate language and not perfectly articulated speech.

General Objective: To structure readiness for producing speech by perceptual training and to proceed to induce speech on a conceptual level.

Instructional Goals:	Performance Criteria:	(P)	(I)
1.	Within the classroom situation, contingent upon normal auditory acuity, the child will be able to acknowledge an auditory signal supra threshold, by bodily movement toward the source of the following sounds: car horn, whistle, beating of drums and calling child's name.		3/5 5/5

2.	When given the instructions to "clap your hands when you hear music" the child will be able to do so within the classroom.	3/5	5/5
3.	When given the following 8 commands by the teacher, the child will be able to respond appropriately within the classroom to at least 5 of the commands: stop, look, wait, sit, come, don't touch, close the door, open the door.	3/5	5/5
4.	After having seen and heard the teacher select and use one of the following three pairs of noise makers, the child will correctly select the noise maker and mimic the teacher.	3/5	5/5
5.	Without visual clues the child will be able to correctly select and match one of the three pairs of noise makers used by the teacher.	2/5	4/5
6.	When the teacher is taking the attendance, the children will be able to shake their heads "yes" or "no" to the question "Is here?"	2/5	4/5
7.	The child will be able to acknowledge his own name by standing or raising his hand when his name is called by the teacher.	3/5	5/5
8.	When given or shown pictures depicting the following concepts, the child will be able to correctly identify the one stated by the teacher by pointing to the picture: slow, fast, down, up, little, big.	3/5	4/5
9.	The child will be able to identify the following four body parts by correctly pointing to his own when told to do so: hair, mouth, ears, hand.	4/5	5/5
10.	When presented the following 13 common objects the child will correctly identify by pointing to at least 10: comb dog cup leaf basket book house brush spoon shoe flag clock star	4/5	5/5
11.	When the above mentioned 13 common objects are requested by the teacher, the child will correctly select the object and "give" to the teacher at least ten of them.	4/5	5/5
12.	The child will be able to select and respond appropriately when asked by the teacher to "show me" or "give me" 10 of the 13 common objects listed in goal number 10.	3/5	4/5
13.	When shown pictures of common nouns, including food, clothing items, animals, household items and transportation, the child will be able to correctly identify by pointing to at least 20.	3/5	4/5
14.	The child will be able to ask for his wants by naming the object wanted intelligibly enough to be understood by the teacher.	2/5	3/5
15.	When shown 10 pictures of familiar objects the child will be able to identify 7 by pointing to the ones requested by the teacher.	3/5	5/5
16.	Using the following objects the child will be able to demonstrate his understanding of "just one" by giving one to the teacher when requested: blocks, cups, spoons, pencils.	3/5	4/5
17.	The child will be able to demonstrate his ability to identify the function of 7 objects by pointing to the object when its function is given by the teacher.	3/5	4/5
18.	The child will be able to repeat 2 digits given by the teacher when asked to do so.	2/5	4/5

19.	The child will be able to verbally produce his own name when asked by the teacher.	1/5	3/5
20.	After having been exposed to pictures and discussion of "community helpers" the child will be able to name at least 3 of the ones discussed in class.	2/5	4/5
21.	Following a class discussion or unit of "foods" the child will be able to name at least 8 common foods.	3/5	4/5
22.	Following class discussion of furniture, household items and rooms in a house, the child will be able when shown pictures of furniture and rooms in a house to correctly name 75%.	2/5	4/5
23.	Following previous exposure to "clothing" either in class discussion, unit, or language class, the child will be able to name correctly 8 articles when shown pictures of these by the teacher.	3/5	4/5
24.	The child will be able to demonstrate his understanding of the concepts: small and large by pointing to the appropriate picture or object requested by the teacher.	3/5	4/5
25.	The child will be able to identify a picture when its function is given by the teacher using a carrier phrase: "Show me the one that ."	3/5	4/5
26.	When shown 9 pictures depicting one of the following actions the child will be able to demonstrate his understanding of the action word by motorically performing it.	3/5	4/5

26b.

1.	run	6.	sleep	11.	dance
2.	walk	7.	ride	12.	march
3.	sit	8.	climb	13.	sing
4.	stand	9.	jump	14.	build
5.	eat	10.	give	15.	cut

27.	When shown 9 action pictures the child will be able to correctly discriminate the action indicated in the teacher's request by pointing to the correct picture.	3/5	4/5
28.	Without any visual clues (pictures) the child will be able to name at least 8 articles of clothing.	8/10	10/10
29.	The child will be able to count from 1-10 without prompting from the teacher.	1/5	3/5
30.	The child will be able to match the 8 basic colors correctly using colored blocks, cards, or crayons.	3/5	5/5
31.	When a color is requested by the teacher the child will be able to select the correct color from the 8 basic ones and give it to the teacher.	6/8	8/8
32.	The child will be able to name the 8 basic colors without promptings or clues from the teacher.	4/8	6/8
33.	The child will be able to obey simple commands given by the teacher while in the classroom situation.	3/5	5/5
34.	The child is able to select his own name card from a group of names with no use of color clues.	3/5	5/5

35.	The child will be able to select his own name card from a group of names with no use of color clues.	2/5	5/5
36.	The child will be able to select the name cards of at least three other children from a group of names with color codes.	2/5	4/5
37.	The child will be able to select the name cards of at least three other children in his class from a group of names without color coding.	1/5	3/5
38.	The child can verbally express his self wants within a sentence framework and using at least 3 words (i.e. "I want ")	2/5	5/5
39.	The child will be able to imitate and discriminate the concepts: sad, happy.	2/5	4/5
40.	The child will be able to carry out simple verbal directions requiring verbal responses.	2/5	4/5
41.	The child can demonstrate his understanding of the concepts big and little used as an adjective with a noun by pointing to the correct one requested by the teacher.	3/5	4/5
42.	The child will be able to repeat three digits from memory.	2/5	3/5
43.	The child will be able to respond appropriately to commands involving prepositions: on, under, in front of, beside, back of.	3/5	5/5
44.	The child will be able to demonstrate his understanding of the following concepts by pointint to the correct pictorial representation of the concept: longer, shorter, larger, smaller, shorter, taller.	3/6	4/6
45.	The child will be able to correctly respond to commands given by the teacher using two adjectives (i.e. big red), by correctly giving or pointing to the object requested.	2/5	4/5
46.	The child can demonstrate his ability to follow commands requiring two sequential actions.	2/5	4/5
47.	The child will be able to name 8/10 familiar objects through tactile stimuli only.	2/5	4/5
48.	The child will be able to indicate his understanding of at least five of the safety and protective phrases discussed in class, by pointing to the phrase depicting the correct request by the teacher.	2/5	3/5
49.	The child can respond and does so verbally with a complete sentence containing at least three words, when asked, "What is (as shown in the picture) doing?"	1/5	3/5
50.	The child is able to describe the function of a pictorially represented object using a complete sentence.	1/5	3/5
51.	The child is able to carry out four individual commands using prepositions discussed in class.	2/4	3/4
52.	The child can demonstrate that he understands and comprehends the number concept of two (2) by grouping, regrouping, giving or taking from the teacher two of the following objects: tokens, paper clips, pencils, etc.	2/4	3/4
53.	When requested to do so by the teacher, the child will be able to point		

	to the picture depicting the opposite of the following: boy, light, day, in, up, slow, man.	3/7	5/7
54.	The child will be able to demonstrate his comprehension of simple questions by responding verbally and appropriately when asked by the teacher: "Why do we have food?" "Why do we have houses?" "Why do we have money?" etc.	2/5	3/5
55.	The child can demonstrate that he has a receptive vocabulary of 1500 words when in a test situation using the vocabulary test devised for the language development program.	1/3	2/3
56.	The child can demonstrate proper use of answering the telephone by saying "hello" into the receiver of the phone following the ringing of the phone used in the classroom situation.	1/3	3/3
57.	When the tele-trainer is used in the classroom situation, the child will be able to use the identification statement by saying "hello, this is ," when it is appropriate.	1/3	2/3
58.	The child is able to respond during the classroom demonstration of the tele-trainer to questions such as "Where is your teacher?" "Would you get her please?" either verbally or by carrying out the command requested by a person in another room on the telephone.	1/3	2/3
59.	The child is able to complete a conversation on the "tele-trainer" phone by saying "goodbye" and hanging up the phone, or placing it on the base when the caller says "Goodbye."	1/3	2/3
60.	When a play situation within the classroom the child will be able to make an emergency call to the operator by dialing "O".	1/3	2/3
61.	The child will be able to demonstrate his memory of 4 objects shown to him by selecting the objects from a group of 7.	2/3	3/3
62.	The child will be able to indicate by pointing or repeating from memory given to him auditorially, by the teacher.	2/3	3/3
63.	When shown four pictures of objects for 10 seconds and then removed by the teacher, the child will be able to select the four pictures shown out of a group of 8.	2/4	3/4
64.	Following the verbal presentation of four objects by the teacher, the child will be able to repeat these in sequence and intelligibly enough to be understood by the teacher.	2/4	3/4
65.	Following the visual presentation of four digits by the teacher, the child will be able to place in sequence the digits shown to him by the teacher.	1/4	2/4
66.	The child will be able to repeat in sequence four digits given by the teacher verbally.	1/4	2/4
67.	When given the composition of the object to the teacher, the child will be able to discriminate and correctly identify the object from a group of five similar objects.	1/5	2/5
68.	The child will be able to demonstrate his memory for sentences by repeating a sentence containing at least four words.	1/4	2/4
69.	The child can indicate his ability to read and tell a familiar story "by way of pictures" by using complete sentences containing no less than 3 words each. These must be judged appropriate by the teacher.	1/4	2/4

70.	The child is able to count 10 objects by pointing to each object correctly and in turn.	1/4	2/4
71.	Following a class discussion of the "penny, dime and nickel", the child will be able to point to each coin on command.	1/3	2/3
72.	The child demonstrates motorically his ability to carry out, in sequential order, a command containing three instructions.	1/4	2/4
73.	The child can correctly count from rote memory 1-20 with no promptings from the teacher.	0/4	2/4
74.	The child can demonstrate his understanding of the concept of four by correctly grouping or regrouping four of the 10 objects given to him.	0/4	2/4
75.	The child will be able to correctly discriminate right and left and up and down when asked to point to the one requested by the teacher or when asked to show the appropriate direction.	1/4	2/4
76.	When given 20 objects the child will be able to select the appropriate number of objects requested by the teacher up to and including 10.	0/4	2/4
77.	The child can count from rote memory, with no promptings from the teacher, 1-30.	0/4	1/4
78.	The child will be able to demonstrate his understanding of the following concepts by correctly pointing to or verbalizing the appropriate one requested by the teacher: wood, glass, blunt, sharp, flies, swims, short, long.	0/4	1/4
79.	The child will be able to tell a familiar story including most details outlined in class discussions and judged appropriate and essential to the meaning of the story by the teacher.	0/4	1/4
80.	The child can demonstrate his receptive-vocabulary of 2,000 words by taking the specially devised test for language development class in his particular school.	0/4	1/4
81.	The child can demonstrate his expressive vocabulary exceeds 2000 words by taking the test devised by the teacher and therapist and by the cumulative log kept on the child by both of the above mentioned persons.	0/4	1/4

In reviewing the number of objectives accomplished and when adding the number of objectives accomplished to the specific behaviors described in the list given above, it is felt that this represents, for this specific population of students, a noteworthy increase in performance level for this instructional period. While efforts are still underway to improve the curriculum and to improve the data recording and recording procedures employed, it is felt that the performance indicated here is at least a very reasonable first approximation to an individualized instructional objective centered instructional program.

Physical Fitness Program Performance Data:

Because many of the students in the TMR program have notable physical and locomotive problems difficulties, special attention was given to the area of physical fitness in the overall curriculum. The data presented in figure 4 are pre and post tests assessments on a sampling of the physical activities included in this program. As can be observed, there is a general trend toward improvement in performance, pre and post. Again considering the special population involved, it is felt the degree of improvement and the level of proficiency demonstrated at post testing is note-worthy and while this program will no doubt be improved during revision, the results at the end of the first year were satisfying.

Hillcrest

PHYSICAL FITNESS PROGRESS REPORT
1970-71

No.	50 Yd. in sec. Pre-Post	100 Yd. in sec. Pre-Post	300 Yd. in sec. Pre-Post	Shuttle in sec. Pre-Post	Broad Jump Pre-Post	Softball Throw Pre-Post	Flexed Arm Hang	Sit Ups Pre-Post
1.	10.0-9.0	21.0-18.0	1.30-1.03	15.0-13.0	3'4"-4'5"	59½'-65'	-0	15-20
2.	9.0-9.0	20.0-17.0	1.7-.46	12.0-10.0	3'9"-4'00"	-75'	5-9	5-9
3.	11.0-10.0		-1.4	-13.0	3'0"-3'9"	-75'	-2	-
4.	8.0-7.0	17.0-15.0	1.0-.43	10.2-9.0	4'6"-5'6"	125'-130'	16-18	20-25
5.	10.0-9.0	20.0-14.0	1.12-.53	12.0-10.0	4'33"-5'0"	75'-88'	0-3	20-25
6.	10.0-9.0	20.0-18.0	1.6-.47	12.0-11.0	2'9"-4'00"	79'-97'	0-3	24-25
7.	11.0-9.0	21.0-17.3	1.7-.50	12.0-11.0	2'0"-3'1"	50'-62'	5-7	20-25
8.	14.0-10.0	31.0-25.0	1.21-1.14	19.0-12.0	2'10"-3'3"	46'-50'	6.-15	
9.	14.5-9.4	22.0-18.5	1.34-.57	14.0-11.3	3'8"-4'4"	91'-98'	1-4	20-25
10.	7.0-7.0	17.0-16.0	.53-.47	13.0-11.0	5'4"-5'8"	60'-112'	21-	25-30
11.	10.0-9.0	20.0-15.0	1.20-1.2	-12.0	1'7"-2'8"	43'-72'	-4	-25
12.	10.0-8.0	21.0-18.0	1.8-.49	14.0-13.0	2'2"-3'10"	65'-75'	-2	20-20
13.	14.0-11.0	25.0-22.0	2.1-1.10	17.0-12.0	2'1"-3'0"	50'-76'	1-2	20-25
14.	15.0-8.0	19.0-16.0	1.6-.54	12.0-11.0	5'0"-5'3"	55'-	6-7	11-13
15.	12.0-10.0	20.0-19.0	1.14-1.8	14.0-12.3	2'3"-3'11"	50'-	2-3	8-20
16.	10.0-9.0	18.0-17.0	1.50-.50	12.0-10.0	3'10"-5'0"	66'-72'	8-15	20-20
17.	9.0-8.0	18.0-16.0	1.6-.47	13.0-10.9	2'2"-4'5"	66'-97'	5-10	20-20
18.	7.8-7.0	15.0-13.0	.56-.40	11.0-10.0	5'4"-6'9"	115'-117'	18-22	30-50
19.	11.0-10.0	20.0-17.0	1.51-1.04	13.0-13.0	2'7"-4'0"	75'-103'	0-0	10-20
Mean	10.0-8.9	20.3-17.3	1.36-.76	13.2-11.3	3'3"-4'3"	69'-86'	6-7	19-24

Standardized Test Results

For the six students in the youngest class at Hillcrest, four areas of the I.T.P.A. were given. This information proved valuable and it is planned to use those same four areas with the younger group at Defuniak Springs and the intermediate group at Hillcrest for the 1971-72 year.

The Peabody Picture-Vocabulary Test was given to all students at Hillcrest. Results were disappointing. One problem was that the examiner was not the same in both cases. It was decided that the information obtained relative to language development was not really pertinent to the program. Since IQ scores by psychologists obtained on individual intelligence tests were already available, it is not planned to use the Peabody during the 1971-72 school year.

The Secondary group at Hillcrest had three different tests administered to most students. The Dolch Word List was used to help determine possible reading level and the Stanwix House reading materials were used as the basic reading program. The word list for that series was given in February and again in May.

The Frostig test was given in October and again in May to three children and scores were recorded on the following chart.

The California Test of Basic Skills was given to all but three students in October and May. The areas tested were reading and arithmetic. As can be seen by the chart all three tests indicated gains except for two children on the California Test. Adjustment and emotional problems have been encountered with both boys who showed declines. They are in the upper range of the TMR group and retests may show that they really are in the lower EMR range if their other problems can be successfully dealt with.

Psychological Tests given in 1970-71 numbered 79.

Hillcrest School
Bonifay, Florida
1970-71

Number	Illinois Test of Psycholinguistic Abilities								Peabody Picture	Voc. Test
	Auditory Pre	Reception Post	Visual Pre	Recp. Post	Vis. Pre	Mem. Post	Aud. Pre	Mem. Post	Pre-Test	Post-Test
1.	16	16	11	19	14		0	0	50	54
2.	17	11	12	8	6	6	0	0	25	34
3.	0		6		6		0	0	0	0
4.	11	22	8	12	8	15	6	15	35	42
5.	6	9	4	16	4	9	0	0	43	36
6.	12	25	7	14	6	10	0	0	51	58

* * * *

PROGRESS EVALUATION-SECONDARY RANGE, HILLCREST SCHOOL

No.	WORDS Dolch	2/8/71 Stanwix	5/71 Stanwix	CALIF. Lower Primary Read. Voc.	Read. Comp.	Total Read.	Arith. Reason	Arith. Fund	Arith. Total	FROSTIG Visual Perception	Dates of Pre & Post Tests
1.	49		72	13 38	0 5	13 43	6 5	5 2	11 7		10/20/70 5/17/71
2.	0		35							54 59	5/17/71
3.			29	Not at Hillcrest 1st of Year 36	1	37	32	38	70		5/17/71
4.	77		300	39 49	4 5	43 54	15 27	21 37	36 74		10/20/70 5/17/71
5.	102		388	34 49	2 2	36 51	21 35	38 39	59 74		10/20/70 5/17/71
6.	20		59	37 26	2 0	39 26	15 23	31 29	46 52		10/20/70 5/17/71
7.	2		29							30 52	10/20/70 5/17/71
8.	19	22	63	20 26	2	22 26	16 23	12 20	28 43		10/20/70 5/17/71
9.	51	22	69							29 26	10/20/70 5/17/71
10.	110		400	63 68	10 14	73 82	25 31	22 32	47 63		10/20/70 5/17/71

GENERAL SUMMARY TO THE NARRATIVE PORTION OF EVALUATION OF REPORTS

Summary

In viewing the total multi-county special education project, it appears that the project can be characterized in several ways.

First of all, the project is growing and expanding as evidenced by the addition of new program areas such as the home-bound study program, the program for the deaf, and the program for the gifted. In addition, the overall program is expanding as can be seen in the addition of EMR Units as well as the expansion of the TMR program to two facilities.

Also, the program can be characterized as one in which a noticeable improvement in the quality of instruction is being achieved as evidenced by the involvement of teachers in in-service programs in which instructional objectives have been developed and a beginning of objective-based evaluation has been realized. When not closely involved with the teachers, the magnitude of this shift from traditional instruction or prior teaching practices to an instructional objective-based curriculum and the concomitant shifts in instruction and in evaluation are difficult to appreciate fully. Teachers in this program have, it is felt, evidenced a noticeable shift in behavior and in orientation to instruction in general and it is felt that this shift will be even more clearly indicated in the evaluation of the 1971-72 project year. Student performance data as reported and anecdotal observation data indicate that the funding period being reported here covered a period of time in which the teachers were accommodating the new ideas within their framework. This shift in orientation has not yet been fully accomplished, but a worthwhile start has been made.

APPENDIX

Public Law 91-230
91st Congress, H. R. 514
April 13, 1970

TITLE VI—EDUCATION OF THE HANDICAPPED

PART A—General Provisions

SHORT TITLE

SEC. 601. This title may be cited as the "Education of the Handicapped Act."

DEFINITION

SEC. 602. As used in this title—

(1)The term "handicapped children" means mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired children who by reason thereof require special education and related services.

PART B—Assistance to States for Education of Handicapped Children

AUTHORIZATION

SEC. 611. (a) The Commissioner is authorized to make grants pursuant to the provisions of this part for the purpose of assisting the States in the initiation, expansion, and improvement of programs and projects for the education of handicapped children at the preschool, elementary school, and secondary school levels.

(b) For the purpose of making grants under this part there is authorized to be appropriated $200,000,000 for the fiscal year ending June 30, 1971, $210,000,000 for the fiscal year ending June 30, 1972, and $220,000,000 for the fiscal year ending June 30, 1973.

ALLOTMENT OF FUNDS

SEC. 612. (a) (1) There is hereby authorized to be appropriated for each fiscal year for the purpose of this paragraph an amount equal to not more than 3 per centum of the amount appropriated for such year for payments to States under section 611(b). The Commissioner shall allot the amount appropriated pursuant to this paragraph among—

(A) Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands, according to their respective needs, and

(B) for each fiscal year ending prior to July 1, 1972, the Secretary of the Interior, according to the need for such assistance for the education of handicapped children on reservations serviced by elementary and secondary schools operated for Indian children by the Department of the Interior and the terms upon which payments for such purposes shall be made to the Secretary of the Interior shall be determined pursuant to such criteria as the Commissioner determines will best carry out the purpose of this part.

) From the total amount appropriated pursuant to Section 611 (b) for any fiscal ye the Commissioner shall ot to each State an amount which bears the same ratio to such amount as the number of children aged three to enty-one, inclusive, in the State bears to the number of such children in all the States, except that no State all be allotted less than $200,000 or three-tenths of 1 per centum of such amount available for allotment to the ates, whichever is greater. For purposes of this paragraph and subsection (b), the term "State" shall not include e Commonwealth of Puerto Rico, Guam, American Samoa, the Virgin Islands, or the Trust Territory of the cific Islands.

The number of children aged three to twenty-one, inclusive, in any State and in all the States shall be ermined, for purposes of this section, by the Commissioner on the basis of the most recent satisfactory data ilable to him.

The amount of any State's allotment under subsection (a) for any fiscal year which the Commissioner ermines will not be required for that year shall be available for reallotment, from time to time and on such es during such year as the Commissioner may fix, to other States in proportion to the original allotments to

such States under subsection (a) for that year, but with such proportionate amount for any such other States being reduced to the extent it exceeds the sum the Commissioner estimates such State needs and will be able to use for such year; and the total of such reductions shall be similarly reallotted among the States whose proportionate amounts were not so reduced. Any amount reallotted to a State under this subsection during a year shall be deemed part of its allotment under subsection (a) for that year.

STATE PLANS

SEC. 613. (a) Any State which desires grants under this part shall submit to the Commissioner through its State educational agency a State plan (not part of any other plan) in such detail as the Commissioner deems necessary. Such State plan shall—

(1) set forth such policies and procedures as will provide satisfactory assurance that funds paid to the State under this part will be expended (A) either directly or through individual, or combinations of, local educational agencies, solely to initiate, expand, or improve programs and projects, including preschool programs and projects, (i) which are designed to meet the special educational and related needs of handicapped children throughout the State, and (ii) which are of sufficient size, scope, and quality (taking into consideration the special educational needs of such children) as to give reasonable promise of substantial progress toward meeting those needs, and (B) for the proper and efficient administration of the State plan (including State leadership activities and consultative services), and for planning on the State and local level: Provided, That the amount expended for such administration and planning shall not exceed 5 per centum of the amount allotted to the State for any fiscal year or $100,000 ($35,000 in the case of the Commonwealth of Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands), whichever is greater;

(2) provide satisfactory assurance that, to the extent consistent with the number and location of handicapped children in the State who are enrolled in private elementary and secondary schools, provision will be made for participation of such children in programs assisted or carried out under this part;

(3) provide satisfactory assurance that the control of funds provided under this part, and title to property derived therefrom, shall be in a public agency for the uses and purposes provided in this part, and that a public agency will administer such funds and property;

(4) set forth policies and procedures which provide satisfactory assurance that Federal funds made available under this part will be so used as to supplement, and, to the extent practical, increase the level of State, local, and private funds expended for the education of handicapped children, and in no case supplant such State, local and private funds;

(5) provide that effective procedures, including provision for appropriate objective measurements of educational achievement, will be adopted for evaluating at least annually the effectiveness of the programs in meeting the special educational needs of, and providing related services for, handicapped children;

(6) provide that the State educational agency will be the sole agency for administering or supervising the administration of the plan;

(7) provide for (A) making such reports, in such form and containing such information, as the Commissioner may require to carry out his functions under this part, including reports of the objective measurements required by clause (5) of this subsection, and (B) keeping such records and for affording such access thereto as the Commissioner may find necessary to assure the correctness and verification of such reports and proper disbursement of Federal funds under this part;

(8) provide satisfactory assurance that such fiscal control and fund accounting procedures will be adopted as may be necessary to assure proper disbursement of, and accounting for, Federal funds paid under this part to the State, including any such funds paid by the State to local educational agencies;

(9) provide satisfactory assurance that funds paid to the State under this part shall not be made available for handicapped children eligible for assistance under section 103 (a) (5) of Title I of the Elementary and Secondary Education Act of 1965;

(10) provide satisfactory assurance that effective procedures will be adopted for acquiring and disseminating to teachers of, and administrators of programs for, handicapped children significant information derived from educational research, demonstration, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and

(11) contain a statement of policies and procedures which will be designed to insure that all education programs for the handicapped in the State will be properly coordinated by the persons in charge of special education programs for handicapped children in the State educational agency.

(b) The Commissioner shall approve any State plan which he determines meets the requirements and purposes of this part.

(c) (1) The Commissioner shall not approve any State plan pursuant to this section for any fiscal year unless the plan has, prior to its submission, been made public as a separate document by the State educational agency and a reasonable opportunity has been given by that agency for comment thereon by interested persons (as defined by regulation). The State educational agency shall not finally disapprove any plan submitted under this section or any modification thereof, without first affording the State educational agency submitting the plan reasonable notice and opportunity for a hearing.

(2) Whenever the Commissioner, after reasonable notice and opportunity for hearing to such State agency, finds–

(A) that the State plan has been so changed that it no longer complies with the provisions of this part, or

(B) that in the administration of the plan there is a failure to comply substantially with any such provision or with any requirements set forth in the application of a local educational agency approved pursuant to such plan, the Commissioner shall notify the agency that further payments will not be made to the State under this part (or in his discretion, that further payments to the State will be limited to programs or projects under the State plan, or portions thereof, not affected to the failure) until he is satisfied that there is no longer any such failure to comply. Until he is so satisfied, the Commissioner shall make no further payments to the State under this part (or shall limit payments to programs or projects under, or parts of, the State plan not affected by the failure, or payments by the State educational agency under this part shall be limited to local educational agencies not affected by the failure, as the case may be).

(d) (1) If any State is dissatisfied with the Commissioner's final action with respect to the approval of its State plan submitted under subsection (a) or with his final action under subsection (c), such State may, within sixty days after notice of such action, file with the United States court of appeals for the circuit in which such State is located a petition for review of that action. A copy of the petition shall be forthwith transmitted by the clerk of the court to the Commissioner. The Commissioner thereupon shall file in the court the record of the proceedings on which he based his action, as provided in Section 2112 of title 28, United States Code.

(2) The findings of fact by the Commissioner, if supported by substantial evidence, shall be conclusive; but the court, for good cause shown, may remand the case to the Commissioner to take further evidence, and the Commissioner may thereupon make new or modified findings of fact and may modify his previous action, and shall certify to the court the record of the further proceedings. Such new or modified findings of fact shall likewise be conclusive if supported by substantial evidence.

(3) The court shall have jurisdiction to affirm the action of the Commissioner or to set it aside, in whole or in part. The judgment of the court shall be subject to review by the Supreme Court of the United States upon certiorari or certification as provided in section 1254 of title 28, United States Code.

PAYMENTS

SEC. 614. From the amounts allotted to each State under this part, the Commissioner shall pay to that State an amount equal to the amount expended by the State in carrying out its State plan.